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ABSTRACT

Five modules were designed for use with preservice teachers to prepare them to work in desegregated schools. The modules are (1) Racism in American Education, (2) The Roles of the State Colleges and Universities, Accrediting Agencies, and Public Schools in School Desegregation Processes, (3) Incorporating Multi-Ethnic Content, (4) Affirming, Accepting, and Appreciating Differences in the Classroom, and (5) Increasing Self-Awareness and Understanding of Minorities. The first three sections of this report detail a program validation attempt in which the potential for use of the modules was assessed. Pre and post instruction inventories were administered to students in undergraduate education courses. Findings indicated that the modules were effective teaching materials, that they were beneficial to students, and that there is a need for further study of some related issues. The fourth section of this report describes the five modules. The goals, objectives, strategies, and content of each module are outlined. Tables of data are included. Pre and post assessment inventories are appended. (Author/MK)

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# AN ANALYSIS OF DATA REGARDING THE FIELD TESTING OF FIVE MODULES DESIGNED TO FACILITATE SCHOOL DESEGREGATION PROCESSES

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# PART ONE

# INTRODUCTION

## Statement of Problem

The problem of this study was to field test five modules to determine their potential for use with pre-service teachers. The modules were as follows: module one: racism in American education, module two: the roles of the state-colleges and universities-accrediting agencies and public schools in desegregation processes, module three: incorporating multi-ethnic content into the various subject matter areas of the middle, elementary and high school, module four: affirming-accepting and appreciating differences in the classroom, and module five: increasing self-awareness and understanding of minorities.

## Module One

Module one: racism in American education was used with two sections of a course titled Sociological Foundations of Education.

## Population

Of the 45 pre-service teachers for pre-assessment, 30 were females and 15 were males. There were 3 first year students, 15 second year, 20 third year, 6 fourth and 1 other. The typical age ranged from 18-22. Forty-two students participated in the post-assessment.

## Module Two

Module two: the roles of the state-colleges and universities-accrediting agencies and public schools in school desegregation processes was field tested in the same course and with the same population as module one.

## Module Three

Module three: incorporating multi-ethnic content into the various subject matter areas of the elementary, middle, and high school was field tested as follows: two sections of the course title Teaching in the Secondary School and one section of a course titled Theory and Practice of Teaching in the Elementary school.

## Population

Of the 38 pre-service teachers for pre-assessment, 26 were females and 12 were males. There were 21 third year students and 17 fourth year students. The typical age ranged from 18-22. Thirty-six students participated in the post-assessment.

## Module Four

Module four: Affirming-Accepting and Appreciating Differences in the classroom was field tested in a course titled Sociological Foundations of Education. This course was taught by an instructor different from the one in which module one was field tested.

## Population

Of the 12 students who participated in pre-assessment, there were 8 females and 4 males. There were 1 first year student, 4 second year, 5 third year and 2 four year. The typical age ranged from 18-22. Twelve students participated in the post-Assessment.

## Module Fi[illegible]

Module five: Increasing Self-Awareness and Understanding of Minorities was field tested in the same course and with the same population as module four.

## Methodology

A pre-assessment was made prior to the use of each module. Then the module was distributed and discussed. Each class received a maximum of three hours of instructor-facilitated direction from the investigator of this study. A post-assessment was made after three hours of instructor-facilitated-direction.

# PART TWO

# PRESENTATION OF FINDINGS

# PRESENTATION OF FINDINGS RELATING TO MODULE ONE:

# RACISM IN AMERICAN EDUCATION

TABLE 1 A COMPARISON OF PRE-ASSESSMENT AND POST ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF SELECTED ISSUES

| | PRE-ASSESSMENT | | | | | | | | | | POST-ASSESSMENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| In your opinion how important are each of the following issues? | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Cultural and racial differences | 30 | 67 | 14 | 31 | 0 | 0 | 1 | 2 | 45 | 100 | 31 | 74 | 10 | 24 | 0 | 0 | 1 | 2 | 42 | 100 |
| B. How racism works | 29 | 64 | 12 | 27 | 2 | 4 | 2 | 4 | 45 | 100 | 33 | 79 | 9 | 21 | 0 | 0 | 0 | 0 | 42 | 100 |
| C. The nature of racial attitudes | 23 | 51 | 22 | 49 | 0 | 0 | 0 | 0 | 45 | 100 | 32 | 76 | 9 | 21 | 1 | 2 | 0 | 0 | 42 | 100 |
| D. Sources of racial attitudes | 23 | 51 | 21 | 47 | 1 | 2 | 0 | 0 | 45 | 100 | 32 | 76 | 9 | 21 | 1 | 2 | 0 | 0 | 42 | 100 |
| E. Changing behavior | 27 | 60 | 17 | 38 | 0 | 0 | 1 | 2 | 45 | 100 | 33 | 79 | 9 | 21 | 0 | 0 | 0 | 0 | 42 | 100 |

TABLE 2 A COMPARISON OF PRE-ASSESSMENT AND POST ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF THEIR KNOWLEDGE OF SELECTED TOPICS AS THEY RELATE TO PRINCIPLES FOR ELIMINATING RACISM

| How much do you feel you know about each of these as they relate to principles for eliminating racism? | PRE-ASSESSMENT | | | | | | | | POST-ASSESSMENT | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Outcome or behavioral oriented | 4 | 9 | 37 | 82 | 4 | 9 | 45 | 100 | 29 | 69 | 11 | 26 | 2 | 5 | 42 | 100 |
| B. Monitoring methods at each stage | 5 | 11 | 26 | 58 | 14 | 31 | 45 | 100 | 23 | 55 | 16 | 38 | 3 | 7 | 42 | 100 |
| C. Sequentially suggested procedures | 7 | 16 | 24 | 53 | 14 | 31 | 45 | 100 | 22 | 52 | 16 | 38 | 4 | 10 | 42 | 100 |
| D. Provision for minimum discomfort to the people or institutions one is attempting to change | 8 | 18 | 24 | 53 | 13 | 29 | 45 | 100 | 23 | 55 | 15 | 36 | 4 | 10 | 42 | 101 |
| E. Opportunity for minority and majority group members to participate as change agents or consultants | 12 | 27 | 22 | 49 | 11 | 24 | 45 | 100 | 25 | 60 | 14 | 33 | 3 | 7 | 42 | 100 |

Note: Due to rounding off of numbers, the total per cent may be slightly under or over 100%

TABLE 3 A COMPARISON OF PRE-ASSESSMENT AND POST ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF WAYS TO USE THE EDUCATIONAL SYSTEM TO BRING ABOUT SOCIAL CHANGE

| Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by teaching about racism in American education? | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | No. | % | No. | % |
| A. Colleges, universities and schools should lead the way in emphasizing multicultural values in our society | 27 | 60 | 22 | 52 |
| B. Colleges, universities and schools should lead the way toward correcting the inequities due to racism in our society | 26 | 58 | 37 | 88 |
| C. Colleges, universities and schools should teach about racism, but should not pressure toward any one point of view | 26 | 58 | 31 | 74 |

## TABLE 1

Table 1 shows a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of the importance of selected issues. The data show that for the pre-assessment, 67% indicated that cultural and racial differences were very important compared to 74% for the post-assessment. Thirty-one percent indicated the issue to be of some importance for the pre-assessment compared to 24% for the post-assessment. Sixty-two percent viewed the issue of how racism works as very important for the pre-assessment while 79% rated it likewise for the post-assessment. Whereas 27% rated how racism works as being of some importance for pre-assessment, 21% indicated it to be of some importance for the post-assessment. Fifty-one percent rated the nature of racial attitudes as very important for pre-assessment while 76% did so during the post-assessment. Forty-nine percent rated the issue to be of some importance for the pre-assessment while 21% rated it of some importance for the post-assessment.

Relative to the sources of racial attitudes, 51% appraised it to be very important for pre-assessment while 76% rated it very important for post-assessment. Forty-seven percent viewed the issue as being of some importance for pre-assessment compared to 21% for post-assessment.

In regard to changing behavior, 60% rated it very important for pre-assessment compared to 79% for the post-assessment. Thirty-eight percent evaluated the issue as being of some importance for pre-assessment while 21% did so for post-assessment.

## TABLE 2

Table 2 provides information pertaining to a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of their knowledge of selected topics as they relate to principles for eliminating racism. Nine percent disclosed that they knew quite a bit about the outcome of behavioral oriented for pre-assessment compared to 69% for post-assessment. Eighty-two percent indicated that they had little knowledge for pre-assessment compared to 26% for the post-assessment. Whereas 9% expressed that they knew nothing for pre-assessment, only 5% indicated that they knew nothing for post-assessment.

With respect to monitoring methods at each stage, 11% disclosed that they knew quite a bit for pre-assessment compared to 55% for post-assessment. Fifty-eight percent rated it " a little" for pre-assessment compared with 38% for post-assessment. Whereas 31% indicated that they knew nothing for pre-assessment, 7% manifested that they knew nothing for post-assessment.

Relative to sequentially suggested procedures, there was a 16% pre-assessment rating of "quite a bit" compared to a post-assessment rating of 52%. Fifty-three percent appraised it as "a little" for pre-assessment while 38% did likewise for post-assessment. Whereas 31% indicated that they knew nothing about sequentially suggested procedure for the pre-assessment, only 10% indicated nothing for the post-assessment.

With respect to provision for minimum discomfort to the people of the institutions one is attempting to change, 18% rated it "quite a bit" for pre-assessment compared to 55% for post-assessment. Twenty-nine percent indicated "nothing" for the pre-assessment while 10% expressed "nothing" for the post-assessment.

Relative to opportunity for minority and majority group members to participate as change agents or consultants, 27% indicated "quite a bit" for pre-assessment while 60% was expressed for post-assessment. Forty-nine percent appraised it "a little" for pre-assessment whereas 33% indicated "a little" for post-assessment. Twenty-four percent expressed that they knew nothing for pre-assessment whereas only 7% did so for post-assessment .

## TABLE 3

Table 3 was designed to show a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of ways to use the educational system to bring about social change. For pre-assessment, the following items had the greatest percent, in rank order: colleges, universities and schools should lead the way in emphasizing multicultural values in our society (60%); colleges, universities and schools should lead the way in correcting the inequities due to racism in our society (58%); and, colleges, universities and schools should teach about racism, but should not pressure toward any one point of view (58%).

For the post-assessment, the following had the greatest percent, in rank order: colleges, universities and schools should lead the way toward correcting the inequities due to racism in our society (88%); colleges, universities and schools should teach about racism, but should not pressure toward any one point of view (74%); and, colleges, universities and schools should lead the way in emphasizing multicultural values in our society (52%).

TABLE 4 A COMPARISON OF PRE-ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF THE VALUE OF AN EXAMINATION OF RACIAL ATTITUDES TO THEM

| There are claims that an examination of racial attitudes is of value to prospective teachers. How do you feel about each of the following? | PRE-ASSESSMENT |  | POST-ASSESSMENT |  |
|---|---|---|---|---|
|  | No. | % | No. | % |
| A. It is true that white females tend to react particularly negatively to sexual or physical contact with black males | 8 | 18 | 16 | 38 |
| B. Most people have negative attitudes toward other races and cultural groups | 31 | 69 | 37 | 88 |
| C. Racial attitudes may directly influence behavior | 37 | 82 | 28 | 67 |
| D. There is a strong "social set" among whites to appear to react favorably to blacks | 9 | 20 | 25 | 60 |
| E. Blacks are not really prejudiced against whites | 10 | 22 | 13 | 31 |
| F. Experience and understanding of racism and race relations should be required of all school personnel | 31 | 69 | 27 | 64 |
| G. Emphasize cultural and racial differences as they relate to discipline | 21 | 47 | 19 | 45 |
| H. Since most of this society is run by and for whites, racism is primarily a white problem | 11 | 24 | 19 | 45 |
| I. "Standard English" is the white middle class dialect, but teachers and pupils should be allowed cultural expression through other dialect, even in the classroom | 17 | 38 | 36 | 36 |

TABLE 5 A COMPARISON OF PRE-ASSESSMENT AND POST ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF THE COMPOSITION OF THE PROBLEM

| Is this part of "the problem?" Those who have power to influence others, whether or not they are in the numerical majority, are the primarily perpetuators of racism. | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | No. | % | No. | % |
| A. No, it's not part of any important problem I know of. | 2 | 4 | 3 | 7 |
| B. Yes, it's part of it. | 29 | 64 | 35 | 83 |
| C. I don't know. | 14 | 31 | 4 | 10 |

TABLE 6 SUPPLEMENTAL EVALUATIVE DATA REGARDING MODULE ONE: RACISM IN AMERICAN SCHOOLS

---

| | YES | | NO | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 1. Were the lessons in the module of interest to you? | 40 | 95% | 2 | 5% |
| 2. Are these good materials to learn from? | 40 | 95% | 2 | 5% |
| 3. Are the materials suited to students in your class? | 40 | 95% | 2 | 5% |
| 4. Have you personally benefitted from being part of the study? | 38 | 90% | 4 | 10% |
| 5. Do you feel the need to study issues further? | 27 | 64% | 15 | 36% |

## TABLE 4

Table 4 presents a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of the value of an examination of racial attitudes to them. It may be seen from the data that the pre-assessment rank order, in terms of the greatest percent is as follows: racial attitudes may directly influence behavior (82%); most people have negative attitudes toward other races and cultural groups (69%); experience and understanding of racism and race relations should be required of all school personnel (69%); emphasize cultural and racial differences as they relate to discipline (47%); "standard English" is the white middle-class dialect, but teachers and pupils should be allowed cultural expression through other dialects, even in the classroom (38%); since most of this society is run by whites, racism is primarily a white problem (24%); blacks are not really prejudiced against whites (22%); there is a strong "social set" among whites to appear to react favorably to blacks (20%); and, it is true that white females tend to react particularly negatively to sexual or physical contact with black males (18%).

The data reveals the following post-assessment rank order of the items: most people have negative attitudes toward other races and cultural groups (88%); racial attitudes may directly influence behavior (67%); there is a strong "social set" among whites to appear to react favorably to blacks (60%); emphasize cultural and racial differences as they relate to discipline (45%); since most of this society is run by and for whites, racism is primarily a white problem (45%); it is true that white females tend to react particularly negatively to sexual or physical contact with black males (38%); and, "standard English" is the white middle-class dialect, but teachers and pupils shoudl be allowed cultural expression through other dialects, even in the classroom (36%).

## TABLE 5

Table 5 provides information concerning a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of the composition of the problem. The data shows that for pre-assessment, 64% indicated that part of the problem was due to those having power to influence others, whether or not they are in numerical majority, as the primary perpetuators of racism compared to 83% for post-assessment. Thirty-one percent disclosed that they did not know for pre-assessment while 10% indicated likewise for post-assessment.

## TABLE 6

Table 6 provides supplemental evaluative data regarding Module One: Racism in American Schools. It may be noted from the data that 95% of the respondents viewed the lessons in the module of interest to them, the materials as good to learn from, and as being suited for students in their class. Sixty-four percent expressed the need to study the content of the module further compared with 36% who did not.

## TABLE 7 WRITE-IN STRENGTHS OF MODULE ONE: RACISM IN AMERICAN SCHOOLS

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The interesting nature of the module which makes one want to learn more about its content.

The module gave one a clear focus and understanding of racism in education in ways it is perceived through individual behavior.

It gave students a chance to voice their opinions about racism and knowledge of some of the ways it can be avoided.

The organization of the materials.

The manner in which the instructor presented the module.

Very informative.

Good references and objectives were given.

Use of discussion groups.

It informed us about racism and how it affects us.

The module provided information about racism in the American educational system.

It made me more aware of the racial problems.

The module as a whole was very strong in getting the point across.

TABLE 8 WRITE-IN WEAKNESSES OF MODULE ONE: RACISM IN AMERICAN SCHOOLS

---

The inadequate number of persons and view points.

Not enough time was spent on the module.

The module was too short.

## TABLE 7

Table 7 shows the write in strenghts of Module One: Racism in American Schools. Each item appeared from one to two times.

## TABLE 8

Table 8 presents write in weaknesses of Module One: Racism in American Schools. Each item appeared one time.

# PRESENTATION OF FINDINGS REGARDING MODULE TWO

## THE ROLES OF THE STATE - COLLEGES AND UNIVERSITIES - ACCREDITING AGENCIES AND PUBLIC SCHOOLS IN SCHOOL DESEGREGATION PROCESSES

TABLE 9 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA PERTAINING TO PRE-SERVICE TEACHERS' PERCEPTIONS OF VARIOUS ROLES IN SCHOOL DESEGREGATION PROCESSES

| In your opinion how important are each of the following issues? | PRE-ASSESSMENT | | | | | | | | | | POST-ASSESSMENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. The role of the state in school desegregation processes | 27 | 61 | 16 | 36 | 1 | 2 | 0 | 0 | 44 | 99 | 34 | 80 | 8 | 19 | 0 | 0 | 0 | 0 | 42 | 99 |
| B. The role of colleges and universities in school desegregation processes | 20 | 45 | 22 | 50 | 2 | 5 | 0 | 0 | 44 | 100 | 29 | 69 | 11 | 26 | 2 | 5 | 0 | 0 | 42 | 100 |
| C. The role of accrediting agencies in desegregation processes | 24 | 55 | 16 | 36 | 3 | 7 | 1 | 2 | 44 | 100 | 30 | 71 | 10 | 24 | 0 | 0 | 2 | 5 | 42 | 99 |
| D. The role of public schools in desegregation processes | 32 | 73 | 12 | 27 | 0 | 0 | 0 | 0 | 44 | 100 | 34 | 81 | 8 | 19 | 0 | 0 | 0 | 0 | 42 | 99 |

Note: Due to rounding off of numbers, the total per cent may be slightly under or over 100%

TABLE 10 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA PERTAINING TO PRE-SERVICE TEACHERS' KNOWLEDGE OF SELECTED TOPICS CONCERNIN PROGRAMS IN SCHOOL DESEGREGATION PROCESSES

| How much do you feel you know about each of these: | PRE-ASSESSMENT | | | | | | | | POST-ASSESSMENT | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Ethnic studies programs | 13 | 30 | 25 | 57 | 6 | 14 | 44 | 101 | 19 | 45 | 23 | 55 | 0 | 0 | 42 | 100 |
| B. Bilingual/bicultural programs | 7 | 16 | 19 | 43 | 18 | 41 | 44 | 100 | 17 | 40 | 22 | 52 | 3 | 7 | 42 | 99 |
| C. Multicultural teacher education programs | 7 | 16 | 25 | 57 | 12 | 27 | 44 | 100 | 26 | 62 | 14 | 33 | 2 | 5 | 42 | 100 |

Note: Due to rounding off of numbers, the total per cent may be slightly under or over 100%

## TABLE 11: A COMPARISON OF PRE-ASSESSMENT DATA REGARDING PRE-SERVICE TEACHERS' PERCEPTIONS OF WAYS TO IMPROVE SOCIETY

Since the 1970's there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by teaching about the roles of the state, colleges and universities, accrediting agencies, and public schools in the desegregation process ?

| | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | No. | % | No. | % |
| A. Colleges, universities and schools should lead the way in bringing about changes in our society. | 31 | 70% | 34 | 80% |
| B. Colleges, universities and schools should lead the way toward correcting injustices in our society. | 26 | 59% | 30 | 71% |
| C. Colleges, universities and shcools should teach about their roles, but should not pressure toward any one particular point-of-view. | 22 | 50% | 29 | 69% |

## TABLE 9

Table 9 shows a comparison of pre-assessment and post-assessment data pertaining to pre-service teacher's perceptions of various roles in school desegregation processes. The data reveal 61% rated the role of the state in school desegregation processes as very important for pre-assessment compared to 80% for post-assessment. Thirty-six percent appraised it as being of some importance for pre-assessment while 19% evaluated it as of some importance for post assessment.

With respect to the role of colleges and universities in school desegregation processes, 45% evaluated it very important for pre-assessment compared to 69% for post-assessment. Five percent indicated that it was not important for both pre-assessment and post-assessment.

In regard to the role of accrediting agencies in desegregation processes, 55% rated it very important for pre-assessment compared to 71% for post-assessment. Thirty-six percent categorized it as of some importance for pre-assessment compared to 24% for post-assessment. Seven percent indicated that it was not important for pre-assessment compared to 5% for post-assessment.

Relative to the role of public schools in desegregation processes, 73% rated it very important for pre-assessment compared to 81% for post-assessment. Twenty-seven percent viewed it as of some importance for pre-assessment while 19% viewed it likewise for post-assessment.

## TABLE 10

Table 10 was designed to show a comparison of pre-assessment and post-assessment data pertaining to pre-service teachers knowledge of selected topics concerning school desegregation processes. The data show that 30% indicated that they knew quite a bit about ethnic studies programs for pre-assessment compared to 45% for post-assessment. Fifty-seven percent indicated that they knew a little for pre-assessment whereas 55% did likewise for post-assessment. Fourteen percent indicated that they knew nothing for pre-assessment compared to none for post-assessment. Sixteen percent disclosed that they knew quite a bit about bilingual/bicultural programs for pre-assessment compared to 40% for post-assessment. Forty-three percent expressed a little knowledge for pre-assessment whereas 52% indicated a little knowledge for post-assessment. Forty-one percent indicated that they knew nothing for pre-assessment while 7% did likewise for post-assessment. Sixteen percent of the respondents expressed that they knew quite a

TABLE 12 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS' PERCEPTIONS OF EFFORTS TO FACILITATE AN UNDERSTANDING OF SCHOOL DESEGREGATION PROCESSES

There are claims that multicultural education is being used to enhance crosscultural understanding by many of the nation's large public school districts. How do you feel about that?

| | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | No. | % | No. | % |
| A. It is true that a majority of the schools have not introduced ethnic studies into their academic curricula | 29 | 66 | 30 | 71 |
| B. Schools having the greatest range of radical and cultural diversity tend to use a variety of practices to promote cross cultural understanding or to form closer links between school and community | 19 | 43 | 26 | 62 |
| C. One of the missions of the school is to help prepare its students for life in a society of many different cultural, racial, and ethnic strands | 36 | 82 | 37 | 88 |
| D. Students should be given opportunities to express, celebrate, and maintain cultural and racial differences | 27 | 61 | 31 | 74 |

TABLE 13 SUPPLEMENTAL EVALUATIVE DATA CONCERNING MODULE TWO: ROLES OF THE STATE-COLLEGES AND UNIVERSITIES-ACCREDITING AGENCIES AND PUBLIC SCHOOLS IN DESEGREGATION PROCESSES

---

| | YES | | NO | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 1. Were the lessons in the module of interest to you? | 42 | 100% | 0 | 0% |
| 2. Are these good materials to learn from? | 40 | 95% | 2 | 5% |
| 3. Are the materials suited to students in your class? | 40 | 95% | 2 | 5% |
| 4. Have you personally benefitted from being part of the study? | 40 | 95% | 2 | 5% |
| 5. Do you feel the need to study issues further? | 33 | 78.5% | 9 | 21% |

bit about multicultural teacher education programs for pre-assessment while 62% indicated quite a bit for post-assessment. Twenty-seven percent categorized nothing for pre-assessment compared to 5% for post-assessment.

## TABLE 11

Table 11 presents a comparison of pre-assessment and post-assessment data regarding pre-service teachers' perceptions of ways to improve society. The data shows that 70% for pre-assessment disclosed that colleges, universities and schools should lead the way in bringing about changes in our society compared to 80% for post-assessment. Fifty-nine percent for pre-assessment indicated that colleges, universities and schools should lead the way toward correcting injustices in our society whereas 71% expressed likewise for post-assessment. Fifty percent of pre-assessment indicated that colleges, universities and schools should teach about their roles but should not pressure toward any one particular point-of-view compared to 69% for post-assessment.

## TABLE 12

Table 12 provides information pertaining to a comparison of pre-assessment and post-assessment data of pre-service teachers' perceptions of efforts to facilitate an understanding of school desegregation processes. Sixty-six percent for pre-assessment agreed that it is true that a majority of the schools have not introduced ethnic studies into their academic curricula compared to 71% for post-assessment. Forty-three percent for pre-assessment indicated that schools having the greatest range of racial and cultural diversity tend to use a variety of practices to promote cross cultural understanding or to form closer links between school and community. Eighty-two percent for pre-assessment expressed that one of the missions of the school is to help prepare its students for life in a society composed of many different cultural, racial and ethnic strands whereas 88% indicated likewise for post-assessment. Sixty-one percent for pre-assessment agreed that students should be given opportunities to express, celebrate, and maintain cultural and racial differences compared to 74% for post-assessment.

## TABLE 13

Table 13 was designed to show supplemental evaluative data concerning Module Two: Roles of the State - Colleges and Universities - Accrediting Agencies and Public Schools in Desegregation Processes. All or 100% of the pre-service teachers indicated that the lessons in the module were of interest to them. Ninety-five percent disclosed that learning could take place from the materials

## TABLE 14 WRITE-IN STRENGTHS OF MODULE TWO: ROLES OF THE STATE-COLLEGES AND UNITVERSITITES-ACCREDITED AGENCIES AND PUBLIC SCHOOLS IN DESEGREGATION PROCESSES

---

Good learning materials.

Discussion.

Very informative.

Good references and objectives.

The module as a whole was very good.

It provided more insight into teaching situations and the problems in the schools.

Provided information about different institutional roles in the education system.

The organization of the materials.

The way the instructor presented the module.

The module provided information about the role of the state in dealing with racism.

It was very beneficial to each of us.

It stated what the problem was and provided some information.

The discussion.

TABLE 15 WRITE-IN WEAKNESSES OF MODULE TWO: ROLES OF THE STATE-COLLEGES AND UNIVERSITIES-ACCREDITING AGENCIES AND PUBLIC SCHOOLS IN DESEGREGATION PROCESSES

The module was too short.

More time was needed to discuss the module.

and that they were suited to students in the class. Ninety-five percent believed that they had personally benefitted from being a part of the study. Seventy-eight percent felt the need to study issues further.

## TABLE 14

Table 14 presents write-in strengths of Module Two: Roles of State - Colleges and Universities - Accrediting Agencies and Public Schools in Desegregation Processes. Each item was listed from one to two times.

## TABLE 15

Table 15 shows write-in weaknesses of Module Two: Roles of State - Colleges and Universities - Accrediting Agencies and Public Schools in Desegregation Processes. Each item was listed one to two times.

# PRESENTATION OF FINDINGS PERTAINING TO MODULE THREE

## INCORPORTATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OF THE ELEMENTARY, MIDDLE AND HIGH SCHHOL

TABLE 16 A COMPARISON OF THE PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS RELATING TO THE IMPORTANCE OF SELECTED ISSUES

| In your opinion how important are each of the following issues? | PRE-ASSESSMENT | | | | | | | | | | POST-ASSESSMENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Incorporating multi-ethnic content into the various subject matter areas of the elementary school | 22 | 58 | 15 | 39 | 1 | 3 | 0 | 0 | 38 | 100 | 30 | 83 | 6 | 17 | 0 | 0 | 1 | 0 | 36 | 100 |
| B. Incorporating multi-ethnic content into the various subject matter areas of the middle school | 20 | 53 | 13 | 34 | 0 | 0 | 5 | 13 | 38 | 100 | 29 | 81 | 6 | 17 | 1 | .5 | 0 | 0 | 36 | 99 |
| C. Incorporating multi-ethnic content into the various subject matter areas of the high school | 28 | 74 | 10 | 26 | 0 | 0 | 0 | 0 | 38 | 100 | 31 | 86 | 5 | 14 | 0 | 0 | 0 | 0 | 36 | 100 |

Note: Due to rounding off of numbers, the total per cent may be slightly under or over 100%

### TABLE 17 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING THEIR RERCEPTIONS OF THEIR KNOWLEDGE OF SELECTED TOPICS

| How much do you feel you know about each of these: | PRE-ASSESSMENT | | | | | | | | POST-ASSESSMENT | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Incorporating multi-ethnic content into the various subject matter areas of the elementary school | 8 | 21 | 27 | 71 | 3 | 8 | 38 | 100 | 21 | 58 | 13 | 36 | 2 | 6 | 36 | 100 |
| B. Incorporating multi-ethnic content into the various subject matter areas of the middle school | 9 | 24 | 25 | 66 | 4 | 11 | 38 | 101 | 23 | 64 | 12 | 33 | 1 | 3 | 36 | 100 |
| C. Incorporating multi-ethnic content into the various areas of the high school | 14 | 37 | 20 | 53 | 4 | 11 | 38 | 101 | 24 | 67 | 12 | 32 | 0 | 0 | 36 | 99 |

Due to rounding off of numbers, the total per cent may be slightly under or over 100%

per cent may b... ·htly unde

## TABLE 16

Table 16 provides a comparison of pre-assessment and post-assessment data of pre-service teachers relating to the importance of selected issues. The data reveals that for pre-assessment, 58% rated incorporating multi-ethnic content into the various subject matter areas of the elementary school as being very important while 83% rated it likewise for post-assessment. Thirty-nine percent appraised it as of some importance for pre-assessment compared to 17% for post-assessment.

With respect to incorporating the multi-ethnic content into the various subject matter areas of the middle school, 53% evaluated it very important for pre-assessment while 81% did likewise for post-assessment. Thirty-four percent rated it as of some importance for pre-assessment compared with 17% for post-assessment. While 13% indicated no opinion for pre-assessment, one indicated no opinion for post-assessment.

Relative to incorporating multi-ethnic content into the various subject matter areas of the high school, 74% for pre-assessment rated it very important compared with 86% for post-assessment. Twenty-six percent evaluated it as of some importance for pre-assessment compared with 14% for post-assessment.

## TABLE 17

Table 17 presents a comparison of pre-assessment and post-assessment data of pre-service teachers regarding their perceptions of their knowledge of selected topics. The data shows that 21% for pre-assessment indicated that they knew quite a bit about incorporating multi-ethnic content into the various subject matter areas of the elementary school compared with 58% for post-assessment. Eight percent for pre-assessment indicated that they knew nothing about the topic compared with 6% for post-assessment.

With respect to incorporating multi-ethnic content into the various subject matter areas of the middle school, 24% for pre-assessment showed that they had quite a bit of knowledge about the topic compared with 64% for post-assessment. For pre-assessment, 11% indicated that they knew nothing about the topic compared with 3% for post-assessment.

Relative to incorporating multi-ethnic content into the various areas of the high school, 37% for pre-assessment indicated that they had quite a bit of knowledge compared with 67% for post-assessment. Fifty-three percent for pre-assessment evidenced a little knowledge while 32% did likewise for post-assessment. While 11% for pre-assessment demonstrated that they knew nothing about the topic, none indicated that they knew nothing for post-assessment.

## TABLE 18 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS PERTAINING TO THEIR PERCEPTIONS OF EFFORTS TO IMPROVE SOCIETY BY INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREA

| Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by incorporating multi-ethnic content into the various subject matter areas of the elementary, middle, and high school? | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. Administrators and teachers should not be familiar with the dialects spoken by the students | 4 | 11 | 7 | 19 |
| B. History courses should de-emphasize the significant role played by ethnic minorities in the development of this country | 10 | 26 | 13 | 36 |
| C. Adults and youth of minority background can be involved in the life of the school as resource people | 28 | 74 | 27 | 18 |
| D. The school should treat the cultural heritage of an ethnic minority as an integral part of our common legacy and not as something to be used solely for the benefit of a particular minority group student | 35 | 92 | 34 | 94 |
| E. Many minority students cannot readily contribute to the enrichment of a school's program through the area of dance | 6 | 16 | 5 | 14 |

## TABLE 19 A COMPARISON OF PRE-ASSESSMENT AND POST ASSESSMENT DATE OF PRE-SERVICE TEACHERS REGARDING CLAIMS THAT THE TEACHER SHOULD STUDY THE DIFFERENT NATIONALITIES, RACIAL AND SOCIO-ECONOMIC GROUPS FROM WHICH THE STUDENTS COME AND HAVE THEM TO GATHER CERTAIN INFORMATION ABOUT THEMSELVES

| There are claims that the teacher should study the different nationality, racial and socio-economic groups from which the students come and have them to gather certain information about themselves. How do you feel about that? | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. Students should gather information about their present geographical location | 30 | 79 | 26 | 72 |
| B. Students should gather information about how different groups satisfy the same basic needs in different ways | 32 | 84 | 34 | 94 |
| C. Students should gather information about why different groups migrate and why they were brought here | 30 | 79 | 28 | 78 |
| D. Students should gather information about how different groups feel as newcomers | 30 | 79 | 28 | 78 |

## TABLE 18

Table 18 shows a comparison of pre-assessment and post-assessment data of pre-service teachers pertaining to their perceptions of efforts to improve society by incorporating multi-ethnic content into the various subject matter areas. The data reveal that for pre-assessment the following was the rank order of the items: the shcool should treat the cultural heritage of an ethnic minority as an integral part of our common legacy and not as something to be used solely for the benefit of a particular minority group student (92%); adults and youth of minority background can be involved in the life of the school as resource people (74%); history courses should de-emphasize the significant role played by ethnic minorities in the development of this country (26%); many minority students cannot readily contribute to the enrichment of a school's program through the area of dance (16%); and, administrators and teachers should not be familiar with the dialects spoken by students (11%).

With respect to post-assessment, the following rank order was evidenced: the school should treat the cultural heritage of an ethnic minority as an integral part of our common legacy and not as something to be used solely for the benefit of a particular minority student (94%); history courses should de-emphasize the significant role played by ethnic minorities in the development of this country (36%); administrators and teachers should not be familiar with the dialects spoken by students (19%); adults and youth of minority background can be involved in the life of the school as resource people (18%); many minority students cannot readily contribute to the enrichment of a school's program through the area of dance (14%).

## TABLE 19

Table 19 shows a comparison of pre-assessment and post-assessment data of pre-service teachers regarding claims that the teacher should study the different nationalities, racial and socio-economic groups from which the students come and have them gather certain information about themselves. The data reveal that for pre-assessment, the following was the rank order of the items: students should gather information about why different groups satisfy the same basic needs in different ways (84%); students should gather information about their present geographical location (79%); students should gather information about why different groups migrate and why they were brought here (79%); and, students should gather information about how different groups feel as newcomers (79%).

Relative to post-assessment, the following rank order was demonstrated: students should gather information about how different groups satisfy the same basic needs in different ways (94%); students should gather information about why different

TABLE 20: SUPPLEMENTAL EVALUATIVE DATA REGARDING MODULE THREE: INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OF THE ELEMENTARY, MIDDLE AND HIGH SCHOOL

---

| | YES | | NO | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 1. Were the lessons in the module of interest to you? | 35 | 97% | 1 | 2.7% |
| 2. Are these good materials to learn from? | 33 | 91% | 3 | 8 % |
| 3. Are the materials suited to students in your class? | 35 | 97% | 1 | 2.7% |
| 4. Have you personally benefitted from being part of the study? | 32 | 88% | 4 | 11 % |
| 5. Do you feel the need to study issues further? | 30 | 83% | 6 | 16 % |

TABLE 21 WRITE IN STRENGTHS OF MODULE THREE: INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OS THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The importance of ethnic groups in our school programs

It created an awareness of multi-ethnic problems

Provided knowledge about minorities

The involvement of multi-ethnic backgrounds in the lesson

Using different activities to incorporate multi-ethnic content in the classroom

The module covered good subject areas

It showed the multi-ethnic needs of present and future instructors

It provided an increased understanding of the subject

The module better informed students on planning and organizing

The emphasis on the importance of multi-ethnic content in the schools

Provided examples of ethnic background

The gaining of ideas from fellow students and the cooperation involved

The group discussions

Examining prejudice

Justification for incorporating multi-ethnic content in the classroom

The entire module shows strengths and with the aid of student participation I am sure it will become even stronger and more effective

Good explanation by the instructor

The good materials

The number of exercises

## TABLE 22 WRITE IN WEAKNESSES OF MODULE THREE: INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OF THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The module was not long enough

There was the need for additional classmates from other ethnic backgrounds who could provide input about their cultures

Not enough time to get into the depth of the module groups migrate and why they were brought here (78%); students should gather information about how different groups feel as newcomers (78%); and, students should gather information about their present geographical location (72%).

## TABLE 20

Table 20 provides supplemental data regarding Module Three: Incorporating Multi-Ethnic Content into the Various Subject Matter Areas of the Elementary, Middle and High School. It may be seen from the data that 97% perceived the lessons of the module of interest to them, 91% felt that the module consisted of good materials to learn from, 97% felt that the materials were suited to the students in the class, 88% indicated that they had personally benefitted from being part of the study, and 83% felt the need to study issues further.

## TABLE 21

Table 21 presents write-in strenghts of Module Three: Incorporating Multi-Ethnic Content into the Various Subject Matter Areas of the Elementary, Middle and High School. Each item was listed from one to two times.

## TABLE 22

Table 22 provides write-in data on weaknesses of Module Three: Incorporating Multi-Ethnic Content into the Various Subject Areas of the Elementary, Middle and High School. Each item was listed from one to two times.

# PRESENTATION OF FINDINGS CONCERNING MODULE FOUR

## AFFIRMING - ACCEPTING - AND APPRECIATING DIFFERENCES IN THE CLASSROOM

TABLE 23 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING THE IMPORTANCE OF SELECTED ISSUES

| In your opinion how important are each of the following issues? | PRE-ASSESSMENT | | | | | | | | | | POST-ASSESSMENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Affirming differences | 7 | 58 | 4 | 33 | 0 | 0 | 1 | 8 | 12 | 99 | 10 | 83 | 2 | 17 | 0 | 0 | 0 | 0 | 12 | 100 |
| B. Accepting differences | 9 | 75 | 2 | 17 | 0 | 0 | 1 | 8 | 12 | 100 | 12 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 100 |
| C. Appreciating differences | 7 | 58 | 4 | 33 | 0 | 0 | 1 | 8 | 12 | 99 | 12 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 100 |

TABLE 24 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING THEIR PERCEPTIONS OF THEIR KNOWLEDGE OF SELECTED TOPICS

| | PRE-ASSESSMENT | | | | | | | | POST-ASSESSMENT | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| How much do you feel you know about each of these: | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | | QUITE A BIT | | A LITTLE | | NOTHING | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Affirming differences | 9 | 75 | 3 | 25 | 0 | 0 | 12 | 100 | 9 | 75 | 3 | 25 | 0 | 0 | 12 | 100 |
| B. Accepting differences | 11 | 92 | 1 | 8 | 0 | 0 | 12 | 100 | 11 | 92 | 1 | 8 | 0 | 0 | 12 | 100 |
| C. Appreciating differences | 11 | 92 | 1 | 8 | 0 | 0 | 12 | 100 | 11 | 92 | 1 | 8 | 0 | 0 | 12 | 100 |

## TABLE 25 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING THEIR PERCEPTIONS OF EFFORTS TO IMPROVE SOCIETY BY TEACHING, AFFIRMING, ACCEPTING AND APPRECIATING INDIVIDUAL DIFFERENCES IN THE CLASSROOM

| Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by teaching, affirming, accepting, and appreciating differences in the classroom. | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. In affirming differences, the teacher should explore tools and skills for designing, implementing, and evaluating multi-ethnic experiences in the classroom on a continuing basis | 7 | 58 | 11 | 92 |
| B. Education programs designed to develop teachers who can perform effectively with ethnically and culturally diverse students must grow out of theories of cultural deficiencies | 7 | 58 | 7 | 58 |
| C. An outline of content for fostering an appreciation and acceptance of differences of a particular cultural or racial group should include the following: introduction, chronology of major historical events, outstanding personalities, holidays and special days, sources of information and educational needs | 4 | 33 | 8 | 67 |

## TABLE 23

A comparison of pre-assessment and post-assessment data of pre-service teachers' perceptions regarding the importance of selected issues are presented in Table 23. With respect to affirming differences, for pre-assessment, 58% rated the issue as very important compared with 83% for post-assessment. Thirty-three percent rated it of some importance for pre-assessment while 17% did likewise for post-assessment. Relative to accepting differences, 75% appraised it very important for pre-assessment compared with 100% for post-assessment. While 17% rated it of some importance for pre-assessment, none did so for post-assessment. Regarding appreciating differences, for pre-assessment, 58% evaluated it very important compared to 100% for post-assessment. While 8% had no opinion for pre-assessment, none indicated no opinion for post-assessment.

## TABLE 24

Table 24 was designed to show a comparison of pre-assessment and post-assessment data of pre-service teachers regarding their perceptions of their knowledge of selected topics. The data shows that for pre-assessment, 75% indicated that they had quite a bit of knowledge concerning affirming differences compared with 75% for post-assessment. Twenty-five percent showed that they had a little knowledge for both pre-assessment and post-assessment. With respect to accepting differences, for pre-assessment, 92% indicated that they had quite a bit of knowledge compared with 92% for post-assessment. For pre-assessment and post-assessment, 8% indicated that they had a little knowledge about the topic. Relative to appreciating differences, for both pre-assessment and post-assessment, 92% indicated that they had quite a bit of knowledge about the topic. For pre-assessment and post-assessment, 8% evidenced that they had a little knowledge of the topic.

## TABLE 25

Table 25 presents a comparison of pre-assessment and post-assessment data of pre-service teachers regarding their perceptions of efforts to improve society by teaching, affirming, accepting, and appreciating individual differences in the classroom. The data reveals that the pre-assessment rank order of the efforts is as follows: in affirming differences, the teacher should explore tools and skills for designing, implementing, and evaluating mulit-ethnic experiences in the classroom on a continuing basis (58%); education programs designed to develop teachers who can perform effectively and culturally diverse students must. grow out of theories of cultural differences, as contrasted with theories of cultural deficiences (58%); and, an outline of content

## TABLE 26 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING CLAIMS THAT MANY WHITES AND SOME BLACKS DO NOT GIVE HIGH PRIORITY TO INTERRACIAL CONTACT IN SCHOOLS AS INDICATED BY THEIR WIDE-SPREAD RESISTANCE

| There are claims that many whites and also some blacks do not give high priority to interracial contact in schools as indicated by their wide-spread resistance. How do you feel about the following arguments which favor giving more thought to the matter of intergroup relations? | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. Social learning occurs whether or not it is planned | 9 | 75 | 10 | 83 |
| B. More attention should be paid to the structuring of the school so that they are reasonably pleasurable environments for students | 7 | 58 | 8 | 67 |
| C. High academic achievements are not necessarily synonymous, from society's point of view, with desirable individual development | 3 | 25 | 4 | 33 |
| D. Social relations among students in multiethnic settings can affect their academic achievement | 6 | 50 | 8 | 67 |

60

61

TABLE 27: SUPPLEMENTAL EVALUATIVE DATA RELATING TO MODULE FOUR: AFFIRMING-ACCEPTING-AND APPRECIATING DIFFERENCES IN THE CLASSROOM

| | YES | | NO | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 1. Were the lessons in the module of interest to you? | 12 | 100% | 0 | 0 % |
| 2. Are these good materials to learn from? | 12 | 100% | 0 | 0 % |
| 3. Are the materials suited to students in your class? | 12 | 100% | 0 | 0% |
| 4. Have you personally benefitted from being part of the study? | 12 | 100% | 0 | 0% |
| 5. Do you feel the need to study issues further? | 12 | 100% | 0 | 0% |

for fostering an appreciation and acceptance of a particular cultural or racial group should include an introduction, a chronology of historical events, outstanding personalities, holidays and special days, sources of information, and educational needs (33%).

The post-assessment rank order is as follows: in affirming differences, the teacher should explore tools and skills for designing, implementing, and evaluating multi-ethnic experiences in the classroom on a continuing basis (95%); an outline of content for fostering an appreciation and acceptance of differences of a particular cultural or racial group should included an introduction, a chronology of historical events, outstanding personalities, holidays and special days, sources of information, and educational needs (67%); and, education programs designed to develop teachers who can perform affectively with ethnically and culturally diverse students must grow out of theories of cultural differences, as contrasted with theories of cultural dificiencies (58%).

## TABLE 26

Table 26 provides a comparison of pre-assessment and post-assessment data of pre-service teachers regarding claims that many whites and some blacks do not give high priority to interracial contact in schools as indicated by their wide-spread resistance. The data shows that for pre-assessment, the rank order was as follows: social learning occurs whether or not it is planned (75%); more attention should be paid to the structuring of the school so that they are reasonably pleasurable environments for students (58%); social relations among students in multi-ethnic settings can affect their academic achievement (50%); and, high academic achievement is not necessarily synonymous with desirable individual development from society's point of view (25%). For post-assessment, the rank order is as follows: social learning occurs whether or not it is planned (83%); more attention should be paid to the structuring of the school so that it is a reasonably pleasurable environment for students (67%); social relations among students in multi-ethnic settings can affect their academic achievement (67%); and, high academic achievement is not necessarily synonymous with desirable individual development (33%).

## TABLE 27

Table 27 presents supplementary evaluative data relating to Module Four: Affirming - Accepting - and Appreciating Differences in the classroom. It may be seen from the data that 100% or all of the pre-service teachers perceived the lessons in the module to be of interest to them, felt that the module consisted of good materials to learn from, that they were suited for the students in the class, and had personally benefitted from being a part of the study. More than ninety percent felt the need to study issues further.

## TABLE 28 WRITE IN STRENGTHS OF MODULE FOUR: AFFIRMING- ACCEPTING- AND APPRECIATING DIFFERENCES IN THE CLASSROOM

The strengths of the module is as follows: it not only showed how minority students are treated by majority students in the classroom but it also showed how different teachers treat minority students as they teach them in the classroom

Intergroup relations

It strengthened the understanding between students and teachers

The module showed white teachers' apprehensions toward black students

TABLE 29 WRITE IN WEAKNESSES OF MODULE FOUR: AFFIRMING-ACCEPTING- AND APPRECIATING DIFFERENCES IN THE CLASSROOM

Could be more concise and condenses

Not enough details

The module did not show why white teachers dominate minority students and why minority students accept the ill-fated teaching in a learning situation

## TABLE 28

Table 28 provides write-in strengths of Module Four: Affirming - Accepting - and Appreciating Differences in the Classroom. Each of the items were listed from one to two times.

## TABLE 29

Table 29 presents write-in weaknesses of Module Four: Affirming - Accepting - and Appreciating Differences in the Classroom. Each item was listed from one to two times.

# PRESENTATION OF FINDINGS RELATING TO MODULE FIVE:

## INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

TABLE 30 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS PERTAINING TO THE IMPORTANCE OF SELECTED ISSUES

| In your opinion how important are each of the following issues? | PRE-ASSESSMENT | | | | | | | | | | POST-ASSESSMENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | OPINION | | TOTAL | | VERY IMPORTANT | | OF SOME IMPORTANCE | | NOT IMPORTANT | | NO OPINION | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Behavior resulting from negative attitudes | 8 | 61 | 3 | 23 | 1 | 8 | 1 | 8 | 13 | 100 | 9 | 69 | 4 | 31 | 0 | 0 | 0 | 0 | 13 | 100 |
| B. Understanding the students teachers teach | 11 | 85 | 2 | 15 | 0 | 0 | 0 | 0 | 13 | 100 | 8 | 62 | 5 | 38 | 0 | 0 | 0 | 0 | 13 | 100 |
| C. The impact of teachers' attitudes on their work with minorities | 13 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100 | 10 | 77 | 3 | 23 | 0 | 0 | 0 | 0 | 13 | 100 |
| D. Teacher relationships with students | 11 | 85 | 2 | 15 | 0 | 0 | 0 | 0 | 13 | 100 | 8 | 62 | 5 | 38 | 0 | 0 | 0 | 0 | 13 | 100 |

TABLE 31 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS REGARDING THEIR PERCEPTIONS OF THEIR KNOWLEDGE OF SELECTED TOPICS

| How much do you feel you know about each of these: | PRE-ASSESSMENT | | | | | | | | POST-ASSESSMENT | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Quite A Bit | | A Little | | Nothing | | TOTAL | | Quite A Bit | | A Little | | Nothing | | TOTAL | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Behavior resulting from negative attitudes | 8 | 62 | 5 | 38 | 0 | 0 | 13 | 100 | 8 | 62 | 5 | 38 | 0 | 0 | 13 | 100 |
| B. Understanding the students teachers teach | 7 | 54 | 5 | 38 | 1 | 8 | 13 | 100 | 6 | 46 | 7 | 54 | 0 | 0 | 13 | 100 |
| C. The impact of teachers' attitudes on their work with minorities | 10 | 78 | 2 | 15 | 1 | 8 | 13 | 101 | 11 | 85 | 2 | 15 | 0 | 0 | 13 | 100 |
| D. Teacher relationships with students | 11 | 85 | 2 | 15 | 0 | 0 | 13 | 100 | 10 | 77 | 3 | 23 | 0 | 0 | 13 | 100 |
| E. Heightening teachers' self-introspective processes | 0 | 0 | 12 | 92 | 1 | 8 | 13 | 100 | 9 | 69 | 4 | 31 | 0 | 0 | 13 | 100 |
| F. Analyzing, synthesizing, and integrating the positive elements of bodies of knowledge of self and assorted information on minorities for teacher and student enhancement | 1 | 8 | 11 | 85 | 1 | 8 | 13 | 101 | 9 | 69 | 4 | 31 | 0 | 0 | 13 | 100 |

Note: Due to rounding off of numbers, the total per cent may be slightly under or over 100%

## TABLE 30

A comparison of pre-assessment and post-assessment data of pre-service teachers pertaining to the importance of selected issues is presented in Table 30. The data shows that for pre-assessment, 61% perceived behavior resulting from negative attitudes as very important compared with 69% for post-assessment. Twenty-three percent rated it as of some importance for pre-assessment while 31% did likewise for post-assessment. For pre-assessment, 8% appraised it as not important compared to none for post-assessment. Eight percent expressed no opinion for pre-assessment. None indicated no opinion for post-assessment. In the matter of understanding the students teachers teach, 85% rated it very important for pre-assessment in comparison with 62% for post-assessment. Fifteen percent appraised it likewise for post-assessment.

In regard to the impact of teachers' attitudes on their work with minorities, 100% rated it as being very important for pre-assessment in comparison with 77% for post-assessment. Twenty-three percent indicated that it was of some importance for post-assessment compared with none for pre-assessment.

With respect to the teacher relationships with students, for pre-assessment, 85% rated it very important compared to 62% for post-assessment. Fifteen percent rated it of some importance for pre-assessment in comparison with 38% for post-assessment.

## TABLE 31

Table 31 shows a comparison of pre-assessment and post-assessment data of pre-service teachers regarding their perceptions of their knowledge of selected topics. With respect to behavior resulting from negative attitudes, for pre-assessment 62% indicated that they knew quite a bit compared with 62% for post-assessment. For pre-assessment and post-assessment, 38% indicated that they knew a little about the issue. Relative to understanding the students teachers teach, for pre-assessment, 54% evidenced that they knew quite a bit in comparison with 46% for post-assessment. Thirty-eight percent expressed that they knew a little for pre-assessment whereas 54% indicated they knew a little for post-assessment.

In regard to the impact of teachers' attitudes on their work with minorities, for pre-assessment, 78% evidenced that they knew quite a bit compared with 85% for post-assessment. For both pre-assessment and post-assessment, 15% indicated that they knew a little about the issue. With respect to teacher relationships with students, for pre-assessment, 85% showed that they had quite

## TABLE 32 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS PERTAINING TO THEIR PERCEPTION OF IMPROVING SOCIETY BY TEACHING ABOUT INCREASED SELF-AWARENESS AND UNDERSTANDING MINORITIES

Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicates how you feel about improving our society by teaching about increased self-awareness and understanding minorities?

| | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. Self-awareness and understanding can be increased through clarification, assessment of the values, beliefs, norms, and standard held by each individual | 11 | 85 | 12 | 92 |
| B. Self-awareness and understanding can be increased through an examination of racism, sexism, and classsism in society | 6 | 46 | 9 | 69 |
| C. Self-awareness and understanding can be increased through analysis of the existence and concomitant dangers of self-denial, and cultural rejection by many racially, culturally, and individually different people | 6 | 46 | 9 | 69 |
| D. Self-awareness and understanding can be increased through an evaluation of the manner in which American institutions and especially schools, perpetuate discrimination and prejudice | 10 | 78 | 10 | 77 |

## TABLE 33 A COMPARISON OF PRE-ASSESSMENT AND POST-ASSESSMENT DATA OF PRE-SERVICE TEACHERS CONCERNING CLAIMS BESIDES SELF-AWARENESS AND UNDERSTANDING OF THEIR OWN ATTITUDES AND VALUES, TEACHERS NEED ALSO TO UNDERSTAND THE STUDENTS THEY TEACH

| There are claims that besides self-awareness and understanding of their own attitudes and values, teachers need also to understand the students they teach. How do you feel about the following suggestions for achieving insights into minority students' cultures? | PRE-ASSESSMENT | | POST-ASSESSMENT | |
|---|---|---|---|---|
| | NO | % | NO | % |
| A. Be daring. Volunteer to serve as an assistant for a day to some needy minority parents | 5 | 38 | 5 | 38 |
| B. Sit in on classes of other teachers who seem to know, respect, and get respect in return from all of their ethnic students | 7 | 54 | 9 | 69 |
| C. Become more critical about what you read, hear, and see regarding blacks and other ethnic minorities | 10 | 77 | 11 | 85 |
| D. Make more meaningful visits to students' homes to get to know their parents and their life conditions | 8 | 62 | 11 | 85 |

a bit of knowledge for pre-assessment compared with 77% for post-assessment. Fifteen percent evidenced that they had a little knowledge for pre-assessment in comparison with 23% for post-assessment.

In the matter of heightening teachers' self-introspective processes, none knew "quite a bit" about the issue for pre-assessment compared with 69% for post-assessment. Ninety-two percent evidenced a little knowledge for pre-assessment in comparison with 31% for post-assessment. Eight percent indicated that they knew nothing about the issue for pre-assessment compared with none for post-assessment.

With relation to analyzing, synthesizing, and integrating the positive elements of bodies of knowledge of self and assorted information on minorities for teacher and student enhancement, 8% for pre-assessment indicated that they knew quite a bit about the issue compared with 69% for post-assessment. Eighty-five percent evidenced that they had little knowledge of the topic for pre-assessment in comparison with 31% for post-assessment. Eight percent expressed that they knew nothing about the issue for pre-assessment compared with none for post-assessment.

## TABLE 32

Table 32 provides a comparison of pre-assessment and post-assessment data of pre-service teachers pertaining to their perceptions of improving society by teaching about increased self-awareness and understanding minorities. The pre-assessment rank order of strategies is as follows: self-awareness and understanding can be increased through clarification and the assessment of values, beliefs, norms, and standards held by each individual (85%); self-awareness and understanding can be increased through an evaluation of the manner in which American institutions, and expecially schools, perpetuate discrimination and prejudice (78%); self-awareness and understanding can be increased through an examination of racism, sexism, and classism in society (46%); and, self-awareness and understanding can be increased through analysis of the existence and concomitant dangers of self-denial, and cultural rejection by many racially, culturally, and individually different people (46%). The post-assessment rank order is the same as for the pre-assessment.

## TABLE 33

Table 33 shows a comparison of pre-assessment and post-assessment data of pre-service teachers concerning claims that besides self-awareness and understanding of their own attitudes and values, teachers need also to understand the students they teach. The data reveals that the pre-assessment and post-assessment rank order is essentially the same.

## TABLE 34: SUPPLEMENTAL EVALUATIVE DATA PERTAINING TO MODULE FIVE: INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

---

| | YES | | NO | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 1. Were the lessons in the module of interst to you? | 13 | 100% | 0 | 0 % |
| 2. Are these good materials to learn from? | 13 | 100% | 0 | 0 % |
| 3. Are the materials suited to students in your class? | 13 | 100% | 0 | 0 % |
| 4. Have you personally benefitted from being part of the study? | 13 | 100% | 0 | 0 % |
| 5. Do you feel the need to study issues further? | 10 | 77% | 3 | 23 % |

TABLE 35: WRITE-IN STRENGTHS OF MODULE FIVE: INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

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Details.

Good information for future teachers.

Provided suggestions for better understanding of students.

Emphasized the relationship between students and teachers.

The situations dealing with behavior resulting from negative attitudes.

TABLE 36: WRITE-IN WEAKNESSES OF MODULE FIVE: INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

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Too lengthy.

The module could have been a little more interesting.

Not enough details.

Some of the questions need to be made clearer.

More emphasis should be placed on some of the materials.

## TABLE 34

Table 34 shows supplemental evaluative data pertaining to Module Five: Increasing self-Awareness of Minorities. An analysis of the data reveals that 100% or all of the pre-service teachers perceived the lessons in the module to be of interest to them, felt that the module consisted of good materials to learn from; that the materials were suited for the students in the class, and that they had personally benefitted from being part of the study. Seventy-seven percent felt the need to study issues further.

## TABLE 35

Table 35 presents write-in strenghts of Module Five: Increasing Self-Awareness and Understanding of Minorities. Each item was listed from one to two times.

## TABLE 36

Table 36 provides information regarding write in weaknesses of Module Five: Increasing Self-Awareness and Understanding of Minorities. Each item was listed from one to two times.

# PART THREE

# CONCLUSIONS AND RECOMMENDATIONS

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# CONCLUSIONS AND RECOMMENDATIONS

From an analysis of the data, the following conclusions and recommendations relative to the field testing of five modules designed to facilitate school desegregation processes were made:

## Module One: Racism in American Education

1. The pre-service teachers for post-assessment assigned a higher rating of importance to the following selected issues: cultural and racial differences, how racism works, the nature of racial attitudes, sources of racial attitudes, and changing behavior.
2. The pre-service teachers' knowledge of principles for eliminating racism increased for post-assessment.
3. The rank order of ways to use the educational system to bring about social change was modified for post-assessment.
4. The rank order claims that an examination of racial attitudes is of value to prospective teachers changed from pre-assessment to post-assessment.
5. The rank order pre-service teachers' perception of the composition of the problem did not change, but there was an increased percentage for post-assessment.
6. The lesson in module one were of interest to the pre-service teachers.
7. The module consisted of good learning materials.
8. The module was suited for students in the class.
9. The pre-service teachers personally benefitted from being a part of the study.
10. The students felt the need to study issues further.
11. There were several write-in strengths.
12. The write-in weaknesses included a need for an increased number of students in the class, more different view points and more time spent on the module.

## Module Two: The Roles of the State-Colleges and Universities-Accrediting Agencies and Public Schools in School Desegregation Processes

1. In general, the pre-service teachers assigned a higher rating of importance for post-assessment to various roles in school desegregation processes.
2. The pre-service teachers increased their knowledge of selected topics concerning programs in school desegregation processes.
3. The rank order of pre-teachers' perceptions of ways to improve society changed for post-assessment.
4. The rank order of pre-service teachers' perceptions of efforts to facilitate an understanding of school desegregation processes did not change for post-assessment, but there was an increased percentage for each effort.
5. The lessons in module two were of interest to the pre-service teachers.
6. The module consisted of good learning materials.
7. The module was suited for students in the class.
8. The pre-service teachers personally benefitted from being a part of the study.
9. The students felt the need to study issues further.
10. There was a variety of write-in strengths.
11. The write-in weaknesses included a need for more time and expansion.

## Module Three: Incorporating Multi-Ethnic Content Into the Various Subject Matter Areas of the Elementary, Middle and High School

1. In general, for post-assessment the pre-service teachers assigned a higher rating of importance to the following selected issues: incorporating multi-ethnic content into the various areas of the elementary school, incorporating multi-ethnic content into the various areas of the middle school, and incorporating multi-ethnic content into the various areas of the high school.

2. The pre-service teachers evidenced increased knowledge in incorporating multi-ethnic content into the various areas of the elementary, middle and high school.

3. In general, the pre-service teachers for post-assessment changed the rank order of their perceptions of effort to improve society by incorporating multi-ethnic content into the various subject matter areas.

4. The pre-service teachers for post-assessment changed their rank order of perceptions regarding claims that the teacher should study the different nationalities, racial and socio-economic groups from which the students come and have them to gather certain information about themselves.

5. The lessons in module three were of interest to the pre-service teachers.

6. The modules included good materials to larn from.

7. The module was suited for students in the two courses: Theory and Practice of Teaching in the Elementary School and Teaching in the Secondary School.

8. The pre-service teachers personally benefitted from being a part of the study.

9. The students felt the need to study issues further.

10. The module was perceived to have a variety of strengths.

11. The write-in weaknesses included a need for more than three hours of instructional time and for additional pre-service teachers from other backgrounds.

### Module Four: Affirming-Accepting and Appreciating Differences in the Classroom

1. In general, for post-assessment the pre-service teachers assigned a higher rating of importance to the following selected issues: affirming differences, accepting differences and appreciating differences.

2. The students' knowledge about the following issues did not change during the instructional time: affirming differences, accepting differences and appreciating differences.

3. The rank order of efforts to use the educational system to bring about social change did not change from pre-assessment to post-assessment although there was a considerable percentage increase for the latter.

4. In general, the pre-service teachers changed the rank order and increased the percentage for post-assessment of claims that white and some blacks do not give high priority to interracial contact in school as indicated by their wide-spread resistance.

5. The lessons in module four were of interest to the pre-service teachers in the course titled Sociological Foundations of Education.

6. The module consisted of good learning materials.

7. The module was suited for students in the class.

8. The pre-service teachers personally benefitted from being a part of the study.

9. The students felt the need to study issues further.

10. There were several write-in strengths.

11. The write-in weaknesses included a need for more details and conciseness.

### Module Five: Increasing Self-Awareness and Understanding of Minorities

1. The pre-service teachers down-rated from pre-assessment to post-assessment the importance of selected issues. There was a general shift from a rating of very importance to one of some importance.

2. In general, the pre-service teachers' perceptions of their knowledge of selected topic changed from quite a bit to a little.

3. The post-assessment evidenced a percentage increased for most of the strategies and a change in rank order.

4. The pre-service teachers showed a post-assessment percentage increase for most of the claims that besides self-awareness and understanding of their own attitudes and values, teachers need also to understand the students they teach. Additionally, there was a change in rank order of the claims for post-assessment.

5. The lessons in module five were of interest to the pre-service teachers. The module included good learning materials.

6. The module was suited for students in the course Sociological Foundations of Education.

7. The students personally benefitted from being a part of the study.

8. The students felt the need to study issues further.

9. There were several write-in strengths of the module.

10. The write-in weaknesses of the module varied from being too lengthy to not enough details.

## RECOMMENDATIONS

The five modules have demonstrated potential for changing perceptions about the importance of selected issues, increasing knowledge, and changing rank order of selected topics. Further, they have demonstrated that they were of interest to pre-service teachers,consisted of good learning materials, were suited for students in certain classes, that students can personally benefit from exposure to the modules, and that there is the need for further study of some of the issues. Within this context, the following recommendations are made:

1. That all five modules be made available as learning resources for school desegregation processes in pre-service teacher education programs.

2. That further field testing be conducted in settings involving pre-service teachers with two or more racial groups.

3. That modules or other appropriate learning resources be developed for training in-service teachers.

# PART FOUR

## THE FIVE MODULES DESIGNED TO FACILITATE SHCOOL DESEGREGATION PROSESSES

MODULE NUMBER: ONE

MODULE TITLE: RACISM IN AMERICAN EDUCATION

PROJECT TITLE: TEACHER EDUCATION RESEARCH PROJECT DESIGNED TO FACILITATE SCHOOL DESEGREGATION

COLLEGE OF EDUCATION
FLORIDA A & M UNIVERSITY
TALLAHASSEE, FLORIDA

TOPIC: Racism in American Education

GOAL: Examination of Racism in American Education

OBJECTIVES:

As a result of this module, prospective teachers will have developed an increased understanding of the following:

1. Cultural and racial differences
2. How racism operates
3. The nature of racial attitudes
4. Sources of racial attitudes
5. Changing behavior

LEARNING STRATEGY:

Presentation - Background by Leader

1. Explanation of the nature of racism
2. General Instructions:

EXERCISE ONE - Read the entire module for overview of racism in American Education

EXERCISE TWO - Read recommended references for a more in-depth study

EXERCISE THREE- Role play situations regarding

(1) student teacher conference

(2) course on racism

(3) teacher education group in a university

(4) race relations conference

EXERCISE FOUR - Give detailed examples of bias or prejudice which you have experienced or observed, and tell how you felt in the situations.

EXERCISE FIVE - Play the game Sunshine, a simulation of current racial problems in a typical American city.

EXERCISE SIX - View "Understanding Intergroup Relations", a color filmstrip with sound.

RESOURCES

Recommended References

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4. Grant, Carl A. "Racism In School and Society", Educational Leadership, Vol. 33, Number 3, Pages 184-188, December 1975.
5. Knowles, Louis L. and Prewitt, Kenneth (Editors). Institutional Racism in America. Prentice-Hall, Inc., Englewood Cliffs, J.J. 1969.
6. Lapides, Frederick and Burrows, David (Editors). Racism: A Casebook. Thomas Y. Crowell Company, New York, 1971.
7. Leinwand, Gerald (Editor). Problems of American Society: Racism. Pocket Book Edition, Pocket Books, New York, 1972.
8. Sedlacek, William E. and Brooks, Clenwood C., Racism In American Education: A Model For Change. Nelson-Hall, Chicago, 1976.

# RACISM IN AMERICAN EDUCATION

A model for eliminating racism in education has been developed by Sedlacek and Brooks (1976). In this approach to racism, a number of major principles are incorporated which include the following:

1. Outcome or behavioral oriented
2. Monitoring methods at each stage
3. Sequentially suggested procedures
4. Provision for minimum discomfort to the people or institutions one is attempting to change
5. Opportunity for minority and majority group members to participate as change agents or consultants

The model consists of the following six stages:

1. Cultural and racial differences
2. How racism operates
3. Examining racial attitudes
4. Sources of racial attitudes
5. Changing behavior: What can be done?
6. Changing behavior: How can it be done?

## STAGE ONE: Cultural and Racial Differences

Key points to be understood include:

1. Expressions of racial and cultural identity are necessary and healthy for cultural and racial minorities, and also for the rest of society.
2. Most white teachers are not prepared by background or training to work with minority students.
3. Cultural and racial differences exist,

and they should be openly discussed and understood by all.

4. "Standard English" is the white middle-class dialect, but teachers and pupils should be allowed cultural expression through other dialects, even in the classroom.

5. Differences should be approached and presented positively, in and out of the classroom.

6. Many students from cultural and racial minority groups have questionable environmental support for education and are not likely to be motivated by traditional methods.

7. Understanding cultural and racial differences and designing appropriate educational experiences, and reinforcing that context, is crucial to any educational system.

8. Minority students may act differently from whites, and may generally react more negatively to authority in a society they feel has oppressed them.

9. The characteristics associated with cultural - racial groups are dynamic rather than static.

## STAGE TWO: How Racism Operates

Key points to be understood include:

1. Since most of this society is run by and for whites, racism is primarily a white problem.

2. These given definitions of racism are behavioral, in that results, not intentions, are important.

3. Individual racism is an action taken by one individual toward another, which results in negative outcomes, because the other person is identified with a certain group.

4. Those who have the power to influence

others, whether or not they are in the numerical majority, are the primary perpetuators of racism.

5. Institutional racism is action taken by a social system or institution which results in negative outcomes for members of a certain group or groups.

## RACISM IN ELEMENTARY AND SECONDARY SCHOOL LEVELS

Some examples of racism commonly found in the elementary and secondary school levels are as follows:

1. Schools allocate insufficient funds and personnel for work on race relations.
2. Segregated systems keep blacks isolated in geographical pockets, which results in fewer facilities, fewer teachers, and less money spent per pupil.
3. Curriculum materials that are relevant to blacks and other minorities are now available but are little used.
4. There are few minority people in supervisory or central staff positions in most schools.
5. Because supervisors are poorly prepared and perhaps uncomfortable in dealing with teachers and problems in primarily black schools, they tend to make fewer visits to these schools.
6. Most elementary and secondary school curricula are oriented toward white middle-class children.

## RACISM IN HIGHER EDUCATION

Some examples of racism in higher education are:

1. Schools commit little of their own funds to minority student programs.
2. Biased admission standards result in fewer minority students on the nation's campuses.
3. Programs for minority students tend to be

understaffed and underfunded.

4. Faculty members have low expectations of minority student performance.

5. Few minority personnel are in key decision-making roles.

6. Most counselors are not knowledgeable about minority students' problems and concerns.

7. There are only limited course offerings that are relevant to minority students.

8. Most student activities are organized primarily for whites.

## STAGE THREE: Examining Racial Attitudes

Key points to be understood include:

1. White females tend to react particularly negatively to sexual or physical contact with black males.

2. Most people have negative attitudes toward other races and cultural groups.

3. Racial attitudes as measured by the Situational Attitude Scale have a direct relationship to a dogmatic and authoritarian attitude.

4. Racial attitudes may directly influence behavior.

5. Whites' attitudes toward blacks must be measured in a racial context; otherwise they can be successfully masked.

6. Racial attitudes can be measured and analyzed.

7. There is a strong "social set" among whites to appear to react favorably to blacks.

8. The referents "Negro" and "black" evoke similar reactions from whites.

9. Whites react more positively to blacks than to whites in a service role.

10. Whites generally react more negatively to blacks than to whites in a personal or social situation.

## STAGE FOUR: Sources of Racial Attitudes

Key points to be understood include:

1. The nature of prejudice and racism should be taught at all educational levels.
2. Textbooks help perpetuate racial stereotypes.
3. We all hold racial stereotypes that determine how we feel and act toward other races.
4. Direct study of prejudice and racism, as well as studies that are relevant to minority cultures, should not be isolated as a one-occasion experience.
5. Let us assume that racism exists and see what we can do about it since we have defined it and have seen that our attitudes are negative.
6. One reason why racial stereotypes are institutionalized is that teachers, both minority and white tend to expect less from minority students.

## STAGE FIVE: Changing Behavior: What Can Be Done?

Key points to be understood include the following:

1. Goals should be as specific and operational as possible.
2. Goals must be adjusted to the context of the times.
3. Goals must be stated so as to provide direction for change.
4. All goals must be evaluated as to the extent of their accomplishment.
5. Strategies are separate from goals in that they are ways of accomplishing goals.

## GOALS THAT WERE DERIVED FROM APPLICATION OF THE MODEL FOR ELIMINATING RACISM IN EDUCATION

Some examples of goals are:

1. Develop proper techniques for teaching standard English to black youngsters. Make sure that the customary speech mannerism is not "put down" in the process.
2. Find appropriate standards for judging and developing programs for blacks in a positive way.
3. Black artists and scholars should be included in the curricula.
4. Change the concept of teacher quotas and develop a fair policy.
5. Change the use of standardized test scores.
6. Integrate minority and racism-related content into the curriculum.
7. Eliminate inappropriate discipline.
8. Find ways of involving minority students' parents in school affairs.
9. Instigate more effective preplanning and programming in newly desegregated schools.
10. Achieve central administration support for positions that are taken to reduce or eliminate racism.
11. Experience and understanding of racism and race relations should be required of all school personnel.
12. Make sure there is follow-up after a conference or workshop.

## STAGE SIX: Changing Behavior: How It Can Be Done

Key points to be understood include:

1. Effective action requires that a change be viewed as "moral" by its proponents.

2. The effective change agent is irreverent toward most social institutions.

3. The effective change agent must be prepared for many contingencies.

4. Most limitations to effective change are self-imposed.

5. Situations can be dramatized by a tactic that has no direct connection with a given goal.

6. The only test of a strategy is whether it works.

7. More people are capable of affecting change than ever give it a try.

8. Employ strategies that are unfamiliar to those one is trying to change.

9. Strategies exist independently of the nature of the goal and the personality of the strategist.

10. One must always be prepared to carry out a bluff.

11. One should select goals that can realistically be accomplished.

12. Humorous strategies are often more effective than serious ones.

13. Power should not be used directly if this can be avoided.

14. Effective use of research data requires routine involvement with those one is trying to change.

15. Power can be developed by becoming the only viable source of information on a topic.

16. The size of a group does not appear to be critical in generating change.

17. One can ask for more than is wanted and settle for what was actually wanted.

18. Compromise is a useful tactic.

## SOME SPECIFIC STRATEGIES WHICH WERE USED TO ACCOMPLISH THE GOALS NOTED IN STAGE FIVE

Specific strategies used to accomplish the goals noted in stage five include the following:

1. Use in-service teacher training and encourage the open treatment of racial topics as they occur.
2. Emphaisize cultural and racial differences as they relate to discipline.
3. Visit parents at home and avoid "conventional" expectations for organizational style, time of meeting, etc.
4. Set up a working structure that will monitor the change. Make long-term evaluations of progress.
5. Encourage the use of culturally appropriate tests and measures rather than the abolishment of all tests.
6. Get accurate counts of the number of presently employed minority teachers and go to the media and encourage positions more extreme than yours.
7. Dramatize problems through the experiences of others and use of student and parent groups. Include groups other than teachers and students in your program.
8. Emphasize the relatively low cost of part-time scholars and artists and the obvious benefits to majority and minority students.
9. Get the facts on what is happening and know more about the operation of racism than the administrator.
10. In the context of cultural and racial differences, no standards are appropriate for everyone.
11. Use in-service training and data to dramatize points.

MODULE NUMBER: TWO

MODULE TITLE: THE ROLES OF THE STATE - COLLEGES AND UNIVERSITIES - ACCREDITING AGENCIES - AND PUBLIC SCHOOLS IN SCHOOL DESEGREGATION PROCESSES

PROJECT TITLE: TEACHER EDUCATION RESEARCH PROJECT DESIGNED TO FACILITATE SCHOOL DESEGREGATION

COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

TOPIC: The Roles of the State - Colleges and Universities - Accrediting Agencies - and Public Schools in Facilitating School Desegregation Processes

GOALS: Exploration of Roles in School Desegregation Processes

OBJECTIVE:

At the close of this module, prospective teachers will have increased their understanding of:

1. The role of the state in school desegregation processes
2. The role of colleges and universities in school desegregation processes
3. The role of accrediting agencies in school desegregation processes
4. The role of public schools in school desegregation processes

LEARNING STRATEGY:

Presentation by Leader:

1. Explanation of the various definitions of segregation, desegregation, and intergration
2. General Instructions

EXERCISE ONE: Read entire module for an overview of roles in school desegregation processes

EXERCISE TWO: Read recommended references for more in-depth study

## RESOURSES

### Recommended References

Gwendolyn Calvert Baker, "Multicultural Education: Two (2) Pre-service Training Approaches." *Journal of Teacher Education*. XXVIII: 31-33, May - June, 1977.

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# THE ROLES OF THE STATE - COLLEGES AND UNIVERSITIES - ACCREDITING AGENCIES - AND PUBLIC SCHOOLS SCHOOL DESEGREGATION PROCESSES

The schools alone cannot solve the complex problems of race relations in the United States. However, the problem will not be solved without each school's full participation. Schools must serve as an example of the ways in which cultural diversity is understood and treated. Schools must regard cultural diversity as an asset; not a problem. Teachers must be able to respect and teach all children in their classes. Teachers need to analyze and understand their own backgrounds and behaviors so that they will be comfortable with a variety of students whose experiences and expectations are different from theirs. Multicultural education is the cooperative responsibility of state departments of education, colleges and universities, teacher education accrediting agencies, public schools and their regional educational accrediting agencies and communities.

In recent years, there has been a growing emphasis on the multicultural education concepts. Some school districts have developed inservice programs on the subject for teachers and other school personnel. Some state departments of education have mandated multicultural requirements for candidates seeking certification and recertification. Further, some colleges and universities have established various types of courses and programs multicultural in character. Finally, the agency responsible for accrediting teacher education programs, the National Council for Accreditiation of Teacher Education (NCATE), has incorporated multicultural education into its standards. The new standard (2.1.1 Mulitcultural Education) was implemented effective January 1, 1979.

## SCHOOL DESEGREGATION PROCESSES AT THE STATE LEVEL

The 1969 California legislature enacted a statute which required every school district having one (1) or more schools with 25% or more minority enrollment to provide its professional staff with 60 to 90 hours of inservice preparation in the history, culture, and current problems of diverse ethnic groups (Education Code, Article 3.3, Section 13344.4). The inservice program plans for each school district were to be submitted to the State Department of Education. Each school district was asked to develop course offerings in cooperation with universities and colleges, implement the program as approved, evaluate it and report to the State Department of Education. Goals for the inservice programs were formulated. One (1) or more teachers, a principal, a parent, and other adults from the community were required to be included on district planning committees. The planning committee was to reflect the diversity of ethnic backgrounds in the district. At least half of the members had to represent minority groups enrolled. In order to make the necessary preparation for compliance with this new law, school districts were given five (5) years. Multiculture inservice education programs have been developed in 75% of the affected school districts.

A survey was conducted in the Commonwealth of Pennsylvania to determine the extent to which the state through legislation and departments of education commitment to multi-ethnic education had actually reached the local school districts. Five hundred and four (504) public school systems, 29 intermediate units, and 56 area vocational-technical schools were sent questionnaires. There was a return rate of 94.7% (K-12). One hundred,twenty-nine (129) of the 558 respondents reported having ethnic studies programs. Blacks were the most widely studied group among the systems reporting ethnic studies programs. Other groups studied, in rank order, were: Native American Indians, Chinese, Jews, Amish, and Japanese.

Additionally, findings revealed that most of the programs were of recent origin; heavily concentrated in the last two (2) years of high school; and involved more than 84,464 public school students each year. Students most often studied, in rank order: ethnic history, social customs, culture and personality, religions, attitudes, and other cultural elements. A wide variety of social science concepts were utilized in the ethnic studies programs. They were, in rank order: anthropological concepts of culture, school, race, and prejudice. Sociological concepts that guide inquiry into the ethnic experience, in rank order, were: prejudice, discrimination, and racism. In an effort to expand students' framework for understanding ethnicity, the concept of poverty from the discipline of economics and the concept of immigration from the discipline of history were utilized.

Folklore played a part in some of Pennsylvania's systems which offered ethnic studies programs. In rank order , the following were explored: folk customs, legends, superstitions, folk music and other oral, non-oral and material culture traditions. In an effort to enrich the students' ethnic studies experience, most of the school systems had some type of community involvement. In rank order, they were: use of members of the community as resource persons, use of other community resources, the study of ethnicity in their local communities and interaction with community organizations.

## SCHOOL DESEGREGATION PROCESSES AND THE COLLEGES AND UNIVERSITIES

Early in the planning process, teacher educators who are responsible for planning multicultural education programs in teacher education should consult the literature. The perception of ethnic/cultural groups held by teachers in training can be affected by multicultural training. Colleges and universities must be effective institutions through which teachers can be prepared to teach in a culturally diverse nation and world.

## NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION AND SCHOOL DESEGREGATION PROCESSES

Multicultural education is viewed as preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. A serious review of teacher education programs in colleges and universities will be required by the new multicultural education program. What is new and significant is the too seldom emphasized need for teachers to search for and emphasize the core values of American life which are the basis for unity admist diversity. New, also, is the commitment to preserve and enhance rather than melt away the uniqueness of cultural groups in society.

Institutional commitment is the foundation of an effective multicultural teacher education program. Such commitment must be congruent with the goals of multiculturalism. The institution's provision for multicultural education must be an integral part of its curriculum design. The major purpose of the new multicultural standards is to stimulate active roles on the part of teacher educators and teacher education institutions in making educational institutions more responsive to the needs and aspirations of all Americans.

## SCHOOL DESEGREGATION PROCESSES AND THE PUBLIC SCHOOL

Multicultural education is being used to enhance crosscultural understanding by many of the nation's large public school districts. According to a survey reported by David E. Washburn, over 55% of all United States district schools with more than 10,000 students revealed that 72.5% had introduced ethnic studies into their academic curricula. Three hundred, ninety-seven of the 715 districts with over 10,000 pupils answered the survey. Of districts responding

64.7% included data from both elementary and secondary schools only, and 14.6% from secondary schools only. The European-American Student population in the "average" school district was 61% to 70% while the median was 81% to 90%.

The responses of the 109 school districts which reported having no ethnic studies were compared with the 288 which did. In each case, a high percentage of those schools having ethnic studies curricula used other practices to create cross cultural understanding or to form closer links between school and community. The districts reporting ethnic studies curricula were characterized by the following: slightly high proportion of native American Indians, blacks, Hispanic and other cultural groups and lower percentage of European American among their student population; human relations training for teachers; community involvement in school policy decision, strong school/community public relations programs, inservice teacher training in multicultural education, student involvement in curriculum planning, multicultural curriculum and community centered instructional program. The districts which appear to have made progress at multicultural education represent only 40% of the total 715 school districts with more than 10,000 students.

## PUBLIC SCHOOLS' REGIONAL EDUCATIONAL ACCREDITING AGENCIES AND SCHOOL DESEGREGATION PROCESSES

Regional associations are unique in the United States.

Control of education is centralized in a government ministry in most countries whereas in the United states power to determine educational standards remain close to the people. Regional accreditation associations are a vital part of the unique independent sector of American life. Regional associations of colleges and schools include the following: New England, middle states, north central, western, including Hawaii and northwest including Alaska. What is needed is the inclusion of a multicultural education standard. Such inclusion will foster the concept of "no one (1) model American".

## SUMMARY

This module has dealt with the roles of the state, colleges and universities, accrediting agencies and public schools in school desegregation processes. California's answer to cultural diversity in the classroom has been examined. Legislative intervention is a powerful concept. The California experience is a good test of a state's ability to attack the challenging problem of cultural diversity in the classroom. Colleges and universities must be effective institutions through which teachers can be prepared to teach in a culturally diverse nation and world. The new multicultural standards of the National Council for Accreditation of Teacher Education will stimulate active roles on the part of the teacher education institutions in making educational institutions more responsive to the needs and aspirations of all Americans. Public school regional educational accrediting agencies need new multicultural education standards which will foster the concept of the "no one (1) model American."

MODULE NUMBER: THREE

MODULE TITLE: INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OF THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL

PROJECT TITLE: TEACHER EDUCATION RESEARCH PROJECT DESIGNED TO FACILITATE SCHOOL DESEGREGATION

COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

TOPIC: Incorporating Multi-Ethnic Content Into The Various Subject Matter Areas of the Elementary, Middle, and High School Levels

GOAL: Examination of Principles, Practices, and Skills Related to Incorporating Multi-Ethnic Content Into the Various Subject Matter Areas of the Elementary, Middle, and High School

OBJECTIVES:

As a result of this module, prospective teachers will gain increased skill in;

1. Incorporating multi-ethnic content into the various subject matter areas of the elementary, middle, and high school

LEARNING STRATEGY:

Presentation by the Leader

1. Explanation of the nature of incorporating multi-ethnic content into the various subject matter areas of the elementary, middle, and high school
2. General Instructions

   EXERCISE ONE: Organize into small groups of four or five. Select a subject matter area at one of the following levels: elementary, middle, high school. Develop and present a teaching or lesson plan which incorporates multi-ethnic content.

| | |
|---|---|
| EXERCISE TWO | Read the entire module for an overview of incorporating multi-ethnic content into the curriculum |
| EXERCISE THREE | Develop a teacher education school desegretation process folder which can be used on an on-going basis in your class. Such a folder may include magazine articles, newspaper clippings, small scale bulletin boards, etc. |
| EXERCISE FOUR | State a rationale for incorporating multi-ethnic components into curricula experiences/content in a democratic and culturally pluralistic society |
| EXERCISE FIVE | Design a teaching aid and demonstrate how it may be used as a part of a given lesson to facilitate school desegregation processes |

## RESOURCES

### Recommended References

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Castaneda, Alfredo, James, Richard L., and Robbins, Webster, The Educational Needs of Minority Groups. Professional Educators Publications Inc. Lincoln, Nebraska. 1974.

Epstein, Charlotte. *Intergroup Relations For the Classroom Teacher*. pages 133-204. Houghton Mifflin Company. Boston. 1968.

Millen, Nina. (Editor) *Children's Games From Many Lands*. Friendship Press, Inc. New York. Latest Edition.

Pasternak. Michael G. *Helping Kids Learn Multi-Cultural Concepts A Handbook of Strategies*. Michael Pasternak. Box 50513. Nashville TN 37205. 1977. 249 p.

Tiedt, Pamela L. and Tiedt, Iris M. *Multicultural Teaching A Handbook of Activities, Information, and Resources*. Allyn and Bacon. Boston. 1979

## INCORPORATING MULTI-ETHNIC CONTENT INTO THE VARIOUS SUBJECT MATTER AREAS OF THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The school curriculum offers one of the most effective means through which students may gain an understanding and appreciation of the achievement and problems of social, ethnic, and religious groups. Knowledge is a prerequisite for eradicating injustices, for ameliorating intergroup tensions and conflicts, and for respecting the rights of individuals. Listed below are general suggestions designed to bring about a change in school atmosphere.

1. Administrators and teachers should take courses and workshops as a means of broadening their understanding in the culture and history of the ethnic minorities that have played a significant role in our country.
2. Make maximum use of techniques designed to enhance self concept, and to involve the community in the life of the school.
3. Treat the cultural heritage of an ethnic minority as an integral part of our common legacy and not as something to be used solely for the benefit of a particular minority group student.
4. Involve adults and youth of minority background in the life of the school as resource people, teacher aides, supplementary teachers, and special occasion speakers.
5. Seek the assistance of local advisory committees such as the Area Advisory Council, Parents Teachers Association, and student groups and organizations in the development of a multi-ethnic oriented cultural enrichment program for their respective schools.
6. Wherever sufficient interest exists, a variety of cooking methods and foods should be a part of the school's program in home economics.

7. Many minority students can readily contribute to the enrichment of a school's program through the area of dance.

8. Include in courses in literature, readings in the literature of ethnic groups, both classical and contemporary, in translation, if necessary.

9. Music and "music appreciation" curricula should give attention to all classes of music such as blues, folksongs, jazz, etc.

10. History courses should include the significant role played by ethnic minorities in the development of this country.

11. Library resources as well as materials utilized in the classroom should include numerous ethnic minority oriented items such as magazines, newspapers, books, phonograph records, films, etc.

12. Use an "English as a Second Language" technique to teach standard English if the local dialect is sufficiently different from standard English.

13. Administrators and teachers should be familiar with the dialects spoken by the students.

14. Create a school environment which has some elements of an ethnic minority character which reflects the background of the students being served by means of displays of arts and crafts, bulletin boards depicting accomplishments of minority persons, murals depicting aspects of ethnic minority heritage, and erection of statues depicting outstanding leaders, past and present.

## Suggested Activities for the Study of Any Ethnic Minority Group

The teacher should study the different nationality, racial and socio-economic groups from which the students come and have them to gather the following information about themselves: (a) present geographical location, (b) how did different groups satisfy the same basic needs in different ways, (c) why did they migrate, why were they brought here, and (d) as newcomers, how did they feel?

After assiting the students in collecting selected information about themselves, and discussing the information through appropriate questions, the teacher should foster the following intergroup understandings: (a) all groups have made valuable contributions to our community, (b) people move for different reasons, (c) people of all groups satisfy their basic needs in similarly intelligent and practical ways, (d) the majority of people experience the same feelings and problems in being a newcomer, (e) people satisfy the same needs in an endless variety of ways, even within the same group, and (f) members of many groups have had to make certain adjustments in their way of living to gain acceptance into new communities.

## Suggestions for Health and Physical Education

1. Foster the concepts that personal hygiene is a matter of concern to all groups and that people meet nutritional needs in various ways.
2. Play the games of young people in different socio-economic neighborhoods of the community.
3. Practice choosing team members and team leaders displaying teamwork without regard to race or national origin.
4. Play children games from many countries such as Africa, Asia and the Pacific Islands, Latin America, American North of Mexico, and Europe.

## Suggestions For Art Education

1. Draw or paint pictures illustrating intergroup goodwill themes.
2. Arrange and view display of art and handicrafts depicting different cultures.

3. Illustrate different types of housing, dress, play and work and transportation of people in various sections of the United States and the world.

4. Make a doll collection representing past and present modes of dress of the various racial and nationality groups.

## Suggestions for Science Education

1. Study the major discoveries in the field of science, noting the variety of ethnic and racial origins of these scientists.

2. Learn about the causes of physical differences among racial and ethnic groups.

3. Examine the similarities along all persons in the human race.

## Suggestions for The Language Arts

1. Interview representatives of different cultural groups.

2. Correspond with youth of other cultures and lands.

3. Read biographies, fiction and drama regarding the feelings, attitudes, and problems of children from different racial and ethnic groups.

4. Study the cultural origins of words in the English Language.

5. Read biographies of outstanding persons from diverse origins.

6. Write plays, poems, and stories on human relations themes.

7. Read a variety of folk tales and myths representing different ethnic groups.

8. Put on plays or puppet shows concerning themes on goodwill.

9. Use role-playing or socio-drama.

10. Set up panel discussions.

11. Stimulate discussion of social problems.

## Suggestions for Mathematics Education

1. Make a collection of the various kinds of money used in the world.
2. Study the variety of systems for weights, measures, money, and calendars used in other lands.
3. Learn the national origins of various contributions to the science of mathematics.

## Suggestions for Music Education

1. Study the nuances of rhythmic patterns common in all groups.
2. Sing songs with intergroup understanding themes and folk songs representative of various cultural groups, including some in their native language.
3. Study the cultural origins of various musical instruments.
4. Listen to recordings of music of various ethnic groups authentically performed.

## "Community Helpers" Theme

The community helpers theme focuses on the dependence of people from different socio-economic groups on each other for the foods and services necessary for living. Some suggestions for implementing this theme are as follows:

1. Take field trips to various community service centers and industries.
2. Have representatives from various kinds of jobs visit the class and "show and tell" about their jobs.
3. Study a representative sample of the kinds of work done by people in the community that benefits the families represented in the class.
4. Discuss the finding regarding community helpers as evidenced that:
    a. Persons of all occupational groups deserve respect and appreciation for the contribution to the total welfare of all.

b. It is the quality of the service that is important, not the status of the job.

c. Persons of all occupations perform equally valuable services to the community.

Other Suggested Activities

1. Family night-foods and entertainment of various cultures.
2. Film Festival
3. Cultural fair, exhibits
4. Pageant
5. Hobby Show
6. School exchange
7. Discussion and essay topics with multi-ethnic themes

MODULE NUMBER: FOUR

MODULE TITLE: AFFIRMING - ACCEPTING - AND APPRECIATING DIFFERENCES IN THE CLASSROOM

PROJECT TITLE: TEACHER EDUCATION RESEARCH PROJECT DESIGNED TO FACILITATE SCHOOL DESEGREGATION

COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

TOPIC: Affirming, Accepting, and Appreciating Differences in The Classroom

GOAL: Review of Principles, Practices, and Skills Relating to Affirming, Accepting, and Appreciating Differences In the Classroom

OBJECTIVES:

As a result of this module, prospective teachers will develop increased skill in:

1. Affirming differences
2. Accepting differences
3. Appreciating differences

LEARNING STRATEGY:

Presentation - Background by Leader

1. Explanation of affirming, accepting, and appreciating differences in the classroom.
2. General Instructions:

EXERCISE ONE - Read the entire module to obtain an overview of affirming, accepting, and appreciating differences in the classroom.

EXERCISE TWO - Visit a chool with a significant number of children or young people of minority descent. How are children of various racial groups treated? How much segregation and integration do you observe in the classrooms, lunchrooms, and on the playground?

EXERCISE THREE- Demonstrate your knowledge of the indices that contribute to success/failure of students in our multicultural society. These include teacher attitude, cultural bias in testing, teacher knowledge and responsiveness to diversity in life styles, communication patterns, income levels, and values among other variables.

## RESOURCES

### Recommended References

1. Button, Christine Bennett. "Teaching for Individual and Cultural Differences: A Necessary Interaction," Education Leadership. Volume 34. Number 6. Pages 435-438. March 1977.

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# AFFIRMING, ACCEPTING, AND APPRECIATING DIFFERENCES IN THE CLASSROOM

In affirming differences, the teacher should explore:

(1) tools and skills for designing, implementing, and evaluating multi-ethnic experiences in the classroom on a continuing basis

(2) integrating into classroom activities the specific contributions to both national and international growth made by the culturally different

(3) incorporating student's cultural and individual experiences as living resources in the classroom

(4) involving community members and their wealth of resources in regular classroom activities

(5) developing and using culturally relevant curriculum materials

## Teaching For Individual and Cultural Differences

Button (1977) argues that education programs designed to develop teachers who can perform effectively with ethnically and culturally diverse students must grow out of theories of cultural differences, as contrasted wit theories of cultural deficiencies.

Further commenting on this position, Button makes the following observation:

> Teachers who possess a generic cultural sensitivity have the ability to detect potential cultural differences and can use this information as a filter for approaching individual differences. Sensitivity of this nature helps alleviate the problem that teachers cannot become knowledgeable about all the potential points of cultural conflict among all the students they are likely to teach in the future. Teachers with this type of sensitivity should be able to cue into, get information about, and develop understanding of familiar and unfamiliar sources of cultural conflict.

The development of generic cultural sensitivity possibly requires psychological orientations, such as some degree of open-mindedness. In addition, there are at least two clusters of "teachable skills". They are: (1) the conceptualization of culture in terms of important components, and (2) identifying and working with characteristics of individual learners.

## The Conceptualization of Culture In Terms of Important Components

Teachers can learn to conceptualize culture in terms of the important components of any culture that tend to set groups apart from each other such as the arts, communication patterns, and customs of diet and dress. This conceptualization may initially be developed out of a series of cultural case studies and/or field experiences. Further, it can service as a means for examining the cultural orientations of individuals in the classroom.

## Identifying And Working With Characteristics of Individual Learners

Teachers can learn to identify and work with those characteristics of individual learners that cause the learner to act differently from that which the school commonly expects. These characteristics include the learner's cognitive style, learning skills, values, and preferred means of participation and communication. Such characteristics may or may not grow out of the cultural differences.

## Three Areas of Interaction Between Teaching for Individual and Cultural Differences

This focus on these three areas will suggest ways teachers can be more effective with culturally different learners by attempting to "individualize." In addition, it should suggest ways teachers can more effectively individualize their teaching if they are aware of cultural differences.

## Identifying Meaningful Objectives

Behavioral objectives are basic to many programs of individualized instruction. The degree to which the program is really individualized is a function of how closely the objectives match the learner's needs. When planners and implementers are insensitive to the cultural orientations of the prospective students, the risk is great that a program is not meeting individual needs. To the degree that these cultural orientations may be ascribed to a particular child, they must be considered during the process of identifying objectives for the student's learning.

## Identifying Conceptual Styles

Conceptual styles may be viewed as information processing habits which comprise the learner's mode of preception and mode of abstraction. Often, modes of abstraction are described as being somewhere along a continuum of abstract or reflective thought, to concrete or sensing thought. Sometimes, perceptual modes are described as relatively field-independent or field-sensitive. Witkin and others (1974) suggest important ways an individual's cognitive style can influence how and what is learned. Most schools seem to be geared to the highly analytic learner who can think abstractly. Learning style has been defined by Rita and Kenneth Dunn (1974) as "the manner in which at least eighteen different elements from four basic stimuli affect a person's ability to absorb and retain." Stimuli are sociological (for example, peers, self, pair, team, adult, varied); environmental (for example, sound, light, temperature, and design); physical (for example, motivation, persistence, responsibility, and structure). There are numerous possible combinations, suggesting that few people learn in exactly the same way. To be cognizant of individual learning styles is a must for teachers who wish to individualize instruction.

## Measuring Intelligence and Achievement

Highly standardized procedures of evaluation and administration is the operational basis of most schools. While this is necessary to a degree, such basis carries with it the seeds of unadaptability when it is based largely upon macrocultural norms. Testing for the achievement of competence developed on the basis of known needs is an alternative to standardized testing.

Button makes the following argument:

> When we talk about nonstandardized testing programs for the culturally different, we often stir up accusations of "lower standards for minorities". Such attacks are less likely when we talk about nonstandardized testing programs designed to determine the readiness of an individual learner and to measure the learner's progress toward a particular goal.

## Appreciation and Acceptance of Differences: Afro-Americans

The following is an outline of content for fostering an appreciation and acceptance of differences of Afro-Americans:

1. Introduction
2. Chronology of major Historical Events
3. Outstanding Personalities
4. Holidays and Special Days
5. Sources of Information
    A. Teacher
    B. Student
6. Educational Needs

The above outline of content may be used for fostering an appreciation and acceptance of differences or either of the following: Asian-American, Indians, Puerto Ricans, Mexican-Americans, and others.

## The Teacher's Role in a Desegregated School

A teacher's role in a desegregated school is crucial. He/she hinders or helps in the adjustment of each child to the new experiences of a desegregated class. Further, he/she helps the parents to form their opinions and shape their attitudes toward school desegregation and its resulting effect on the education of their children. Teachers are products of their own environments. That an individual's perception of a situation and his behavior in that situation are influenced by his attitudes toward the persons and objects in it is a widely held view. A teacher must examine his/her own attitudes toward members of other races so that he/she can build satisfactory working relationships with them.

In the desegregated school, problems relating to curriculum and teaching and problems arising from prejudice of teachers come up in a new context and with greater complexity.

## The Social Context of Learning in Multi-Ethnic Settings

A large amount of research has attempted to assess the effect of desegregation on the academic performance of both white and black children. However, much less attention has been given to the social experiences of children in multi-ethnic settings and the impact of these experiences on intergroup attitudes and behavior. It is possible that one reason little attention has been paid to social learning occuring in multi-ethnic settings is that generally, traditional academic achievement is a matter of infinitely higher priority Some studies suggest that many whites and also some blacks do not give high priority to interracial contact in schools as indicated by thier widespread resistance. The following arguments favor giving more thought to the matter of intergroup relations:

1. Social learning occurs whether or not it is planned.

2. More attention should be paid to the structuring of the schools so that they are reasonably pleasurable environments for students.

3. High academic achievement is not necessarily synonymous from society's point of view, with desirable individual development.

4. Social relations among students in multi-ethnic settings can affect their academic achievement.

## Integration or Desegregation

A distinction has been drawn between merely desegregated schools and genuinely integrated schools. Pettigrew, Useem, Normand, and Smith (1973: 92-73) state: "Desegregation is achieved by simply ending segregation and bringing blacks and whites together; it implies nothing about the quality of interracial interaction. On the other hand, integration is achieved only when positive intergroup contact has been fostered."

## Criteria for Integration

The criteria for integration consists of the following: (1) equal status contact, (2) cooperation toward shared goals, and (3) institutional support for positive relations.

Rist further discusses his research on a case study of a desegregated school. The following are examined:

1. The "academics first" orientation

2. The natural progress assumption

3. The color blind perspective

4. Factors affecting the development of intergroup relations in the classroom

    A. Equal status within the contact situation

    B. Cooperation to attain mutually desired goals

5. Acquaintance of the situation
    A. Physical proximity
    B. Sustained and varied contact
    C. Opportunity for actual interaction
6. Classroom practices and intergroup learning
    A. Seating policy
    B. Instructional policy

## Black Teachers' Apprehensions Toward White Students

Black teachers' apprehensions toward white students were as follows:

1. Trying to get the students to mix - getting them to be a whole class instead of separating themselves.
2. Helping some white children get rid of their feeling of superiority.
3. Getting them to feel that they are a part of the class.
4. White parents are overly protective.
5. Trying to promote a feeling or a more relaxed atmosphere between the races.

## Apprehensions Experienced by Black and White Teachers Toward Students of a Different Race

Apprehensions experienced by black and white teachers toward students of a different race were:

1. Discipline
2. Adults - parents
3. Acceptance of each other as persons of worth
4. Fear on the part of racial opposites that I am prejudiced
5. Poor reading levels
6. Loudness

Recent studies have been made of the achievement of blacks in desegregated schools. Sometimes, such studies have indicated no significant improvement in achievement scores of blacks after making the transition from segregated to desegregated environments. However, the study by Buxton and others strongly supports the view that the attitudes of teachers towards students of a different race may indeed affect the amounts of academic subject matter to which they are exposed, and consequently, their achievement. More serious consideration needs to be given to the influence of prejudice as a form of cultural atavism on both teaching and administrative practice in the public schools.

## Black and White Teachers and Desegregation

In response to the need for more research concerning the attitudes of teachers facing desegregated classrooms for the first time, Buxton and others investigated the attitudes of a select group of public school teachers. In recognition of the fact that the attitudes of one race toward those of another affect the personal relationships between the two groups, the teachers were asked to provide comments concerning possible apprehension held with respect to racially-opposite students upon the advent of desegregation. They are listed below in order of their frequency of expression.

## White Teachers' Apprehensions Toward Black Students

The more frequently mentioned apprehensions of white teachers toward black students were:

1. Lack of common grounds for understanding, different lifestyles, different values
2. Understanding dialect, language: communication
3. Overcoming their prejudice
4. Planning for individual differences
5. Lack of respect for adults
6. Understanding their lack of interest
7. Poor training of black students before integration
8. Lack of training in the home
9. Negro children downgrading themselves
10. Fear of being prejudiced against them
11. Defensiveness against them
12. Profanity - vulgarity
13. Lack of confidence in handling strictly racial problems
14. Parental apathy

## Understanding the Black Experience in America

Following are examples of questions relating to individual differences:

1. How can we better understand what it has meant to be black in America, in individual, personal terms?

2. How has racism in America hurt whites as well as blacks?

3. How can we understand the black experience in America from a broader, historical perspective?

MODULE NUMBER: FIVE

MODULE TITLE: INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

PROJECT TITLE: TEACHER EDUCATION RESEARCH PROJECT DESIGNED TO FACILITATE SCHOOL DESEGREGATION

COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

**TOPIC:** Increasing Self-Awareness and Understanding of Minorities

**GOAL:** Increased Self-Awareness and Understanding of Minorities

**OBJECTIVES:**

As a result of this module, the prospective teachers will have increased knowledge of:

1. Behavior resulting from negative attitudes
2. Understanding the students teachers teach
3. The impact of teachers' attitudes on their work with minorities
4. Teacher relationships with students

Additionally, as a result of this module, prospective teachers will develop increased skill in:

1. Heightening teachers' self-introspective processes
2. Analyzing, synthesizing, and integrating the positive elements of bodies of knowledge of self and assorted information on minorities for teacher and student enhancement

**LEARNING STRATEGY:**

Presentation - Background by the Leader

1. Explanation of the nature of increasing self-awareness and understanding of minorities
2. General Instructions:

| | |
|---|---|
| EXERCISE ONE: | Read the entire module for an overview of increasing self-awareness and understanding minorities |
| EXERCISE TWO: | Participation in self-awareness activities (1) Who Am I? |

EXERCISE THREE: Participation in activity regarding awareness of children

EXERCISE FOUR: Participation in activity relating to an awareness of the environment

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## INCREASING SELF-AWARENESS AND UNDERSTANDING OF MINORITIES

In order to increase self-awareness and understanding, an explanation of the following should be made: (1) clarification, assessment of the values, beliefs, norms, and standards held by each individual, (2) examination of racism, sexism, and classism in society, (3) analysis of the existence and concomitant dangers of self-denial, and cultural rejection by many racially, culturally, and individually different people, and (4) evaluation of the manner in which American institutions and especially schools, perpetuate discrimination and prejudice.

Suggestions for improving teacher behavior have been proposed. Specific negative practices are countered with positive behaviors that will give practical help to teachers of multicultural groups of children or young people. It is maintained that misinformation and stereotypes about ethnic minorities cause prejudices. In turn, these lead to the development of negative attitudes that produce negative behaviors. When expressed by teachers - sometimes subtle and unconscious, sometimes direct and conscious - usually lead to offensiveness and torment for minority students and to oppressive classroom atmosphere that have debilitating effects on the educational process.

### Behavior Resulting From Negative Attitudes

A conscious awareness of these behaviors in their operational form is requisite to eliminating these kinds of behaviors and creating classroom climates more conducive to student education and growth. The following list of operational teacher behaviors are distasteful and inappropriate when exhibited in the presence of and in interaction with black and other minority students;

1. Overly restrictive sanctions such as whipping excessively, having minority students perform meaningless, menial tasks, and expelling students from the room

2. Contesting of wills - shouting matches

3. Verbal expressions of disgust with racial overtones, such as "you people are dumb" , "you people get on my nerves"

4. Constantly critizing the language usage of minority students

5. Recommending that students be expelled for minor infractions of school rules such as not bringing books, paper, and pencils to class or chewing gum

6. Selecting ethnically irrelevant content for study

7. Patronizing students through being nice or benevolent to students while exhibiting an air of superiority and/or condescension

8. Selecting means of presentation of instructional materials not appropriate to minority students' learning styles

9. Criticizing and devaluing behavior, the culture basis of which the teacher does not understand

10. Avoiding physical contact with minority students

11. Reacting to students on the basis of stereotypes

12. Using racial slurs

13. Being paternalistic or maternalistic

14. Nonverbal expressions of disgust such as shrugging shoulders, throwing up the hands, rolling of the eyes , staring continuously

## Improving Classroom Behaviors

A necessary first step in improving teachers' interaction with minority students is understanding factors that influence negative teacher attitudes, the behaviors emanating from those attitudes, and their effects on student self-concepts, behaviors, and academic achievement. By sensitizing teachers to their own classroom behaviors and helping them develp skills to systematically record, analyze, and interpret these behaviors, such understanding can be facilitated.

Very feasible for this purpose are classroom interaction observation techniques or schedules similar to those developed by Flanders, or others. With the aid and assistance of their supervisors, teachers and other instructional leaders can develop modified versions of Flanders' or others' instruments for recording their classroom behaviors. A necessary precondition to changing those attitudes and behaviors, unquestionable, is self-awareness of one's own classroom negative attitudes and behaviors toward minority students.

## Suggestions For Heightening Teachers' Self-Introspective Processes

After teachers have become aware of their negative attitudes toward minority students and have begun to analyze these attitudes, their self-introspective processes can be heightened by analyzing the possible premises, attitudes, and assumptions underlying the negative behaviors identified. A variation of James Banks' model of value inquiry can be useful for this purpose. Using this model, teachers can ask questions about themselves and their behaviors toward minority students such as:

1. What values are symbolically represented by my behaviors?
2. Which of these values are at conflict with each other?
3. Where did I acquire these conflicting values?
4. Which would be better and more positive values to cultivate about minority groups to replace the negative ones I now have and display in my classroom behaviors?
5. If I continue to hold to these negative values identified, what harm can they do (or have done) to my students, as well as myself?
6. Which of these values do I actually prefer?

## Understanding The Students Teachers Teach

Besides self-awareness and understanding of their own attitudes and values, teachers need also to understand the students they teach. Knowledge and understanding of the existence of different cultural traditions, perceptions, and behavioral patterns among Asian, black, hispanic, and other minority groups, that affect these ethnic students' classroom attitudes and behaviors is requisite to a postive, productive and effective change in attitudes and behaviors toward teaching minority students. Following is a listing of suggestions for achieving insights into minority students' cultures:

1. Sit in on classes of other teachers who seem to know, respect, and get respect in return from all of their ethnic students.
2. Locate "good" multi-ethnic films, film clips, and total media packages for their accuracy, authenticity and usefulness in understanding cultural groups.
3. Make critical and formal analyses of historical, sociological, anthropological, and educational research findings that have resulted in lifestyles as viable, distinct cultures.
4. Conduct a case study a month on a minority student.
5. Become more critical about what you read, hear, and see regarding blacks and other ethnic minorities.
6. Be daring. Volunteer to serve as an assistant for a day to some needy minority parents.
7. Become acquainted with and try to participate in specially designed courses, programs, and institutes for teachers of nonwhite students, as a means of continuous professional growth and development.
8. Visit and get to know the communities in which students live. Participate in community service programs where and when possible on a voluntary basis.
9. Be creative. Initiate yourself, and/or participate in interracial rap sessions initiated by others. Be an active participant in multi-ethnic teacher-exchange programs and multi-ethnic encounter sessions whenever the opportunity presents itself.
10. Visit community play areas. Get to know students' recreation and community leaders and talk with them.

11. Make more meaningful visits to students' homes to get to know their parents and their life conditions.

## The Impact of Teachers' Attitudes on Their Work with Minorities

Three investigators examined in depth why teachers may have negative feelings toward students who are different from themselves and what could be done to improve their perceptions of the students. Their examination focused on the following: (1) attitudes of middle-class teachers, (2) attitudes on achievement, (3) improving teacher attitudes, and (4) improving teaching skills.

### Attitudes of Middle-Class Teachers

It is generally assumed that if middle-class teachers have the required skills to teach basic subjects, then attitude becomes the most crucial factor in teaching. The teacher's task is to help children have a realistic self-image as learners, and to teach them about the world in which they live, and to help them relate to it positively and successfully. Some investigators hold that "one cause of negativism may be middle-class teachers with their middle-class values, who were trained in middle-class colleges and universities."

### The Effect of Attitudes on Achievement

That teacher attitudes have a major impact on the cognitive, psychomotor, and achievement of children is well documented. Teachers unwittingly condemn their students to poor achievement when they have negative feelings about their student's mental abilities and do not respect them. On the other hand, teachers will have much success in their ability to relate and to teach their students if students perceive in them genuine respect, support, and confidence in their ability to learn. The teacher is the most important variable in the child's leaning environment. Therefore, the classroom teacher must develop more positive attitudes toward ethnic minorities and their cultures and must develop higher academic expectations of their young people. That teacher attitudes and expectations have a profound impact on students academic behavior, perceptions, self-concepts, and beliefs is evident.

## Improving Teacher Attitudes

Among the many methods and approaches which may be incorporated into the teacher education programs and ongoing teaching styles of teachers to improve their attitudes and instructions with culturally differenct children are the following suggestions:

1. Include pre-service training in the teacher education programs with emphasis on attitudinal modification.

2. Provide for observation and a minimum of one year student teaching experience under the supervision of a trained person in a minority school.

3. Make provisions for work in community agencies.

4. Learn the history of minority groups with emphasis on slavery, black student movements in universities, and dialectology.

5. Acquire knowledge about the psychology and impact of prejudice and means for combating, combined with lectures and selected readings in the fields of sociology, psychology, cultural anthropology, and other relevant fields.

6. Provide relevant information to the established teacher in the form of in-service education:

    A. Sociological and Psychological Aspects of Minority Children

    B. The Environment-Home, Peers, Language, Community, and Family Structure

## Improving Teaching Skills

The following are suggestions for improving teaching skills:

1. Perfect the ability to meet the minority child on equal terms - person to person, individual to individual.

2. Acknowledge the danger of the "self-fulfilling prophecy"; expect more from the student than the student may think he or she can achieve,

but keep these expectations within limits to prevent student frustration. Be complimentary, but honest.

3. Approach the job with dedication and applied educational logic such as initiating tasks with the child that are congruent with his or her level at that point in time.
4. Take the student from the simple to the complex in learning situations.
5. Find the approach with which a specific child learns best.
6. Make the necessary effort to ensure that the child understands a concept before proceeding to the next.
7. Fully understand the fundamental concepts and techniques of education.
8. Solidly lay the child's learning foundations in the primary grades and skillfully apply each layer of knowledge to facilitate effective sequential learning.
9. Provide instrumental aid by showing the students that they are able to do the required work and progress toward other short and long range goals.
10. Show cognitive support by providing the students with the study skills, information, and direction according to their individual needs.
11. Demonstrate affective support by showing the students that the teacher is sincerely interested in and cares about them.
12. Involve the parents in the child's education.
13. Let the students know that they may become attorneys, engineers, physicists, surgeons, chemists, or members of any profession which they may choose.
14. Continue to assure the children that they are capable of learning mathematics, science, history, English, chemistry, and other subjects.

## Behavior Patterns Which Foster A Negative Atmosphere For Learning Both In and Out of the Multi-Ethnic Classroom

Multi-ethnic desegregation requires teachers and administrators to view themselves through "new eye glasses." Eleven behavior patterns have been identified that foster a negative atmosphere for learning both in and out of school. They are: (1) holding low expectations for the academic performance of minority children, (2) poor interpersonal relationships between teachers and minority students, (3) using inappropriate instructional materials, (4) failure to value the contributions of minority children, (5) grouping children for instruction on the basis of factors unrelated to their abilities, (6) biased counseling practices of teachers and principals as well as guidance counselors, (7) biased institutional practices, (8) failure to relate to minority students as individuals, (9) bias in the administration of discipline, (10) lack of honesty in interaction with students, and (11) miscellaneous.

## Individual Attitudes

Following are examples of questions relating to individual attitues:

1. How can we recognize and understand our own deep-seated attitudes that may be racist?
2. How can we foster concern for others without our actions seeming to be simply charity, given with condescension?
3. Are we sometimes overly sensitive to racial matters? How can we relax and not worry about offending someone with everything we sat?
4. What can we do to feel secure enough to discuss race and racial problems with parents of our students?

## Teacher Relationships With Students

The following questions listed below may be asked regarding teacher relationships with students:

1. How can we responsibly help to shape the values our children acquire?
2. Should we treat black children differently from the way we treat white children?

3. Should children be expected to speak only correct grammatical English, or should we respect a child's own idiom? Is it valid for a child to be bi-lingual , speaking in the vernacular in certain situations, but also being able to handle "proper English" when necessary?

4. Should we call attention to the issue of race? Do books and current news events dealing with racial problems arouse fear on the part of white children and discomfort on the part of black children?

# APPENDICES

# APPENDIX A: PRE-ASSESSMENT AND POST-ASSESSMENT INSTRUMENT FOR MODULE ONE

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE ONE

## A QUESTIONNAIRE FOR TEACHER EUDCATION STUDENTS

### MODULE ONE

These questions are being asked as part of a teacher educaiton research project designed to facilitate school desegregation. These responses are intended to find out the collective perceptions and opinions of contemporary students. Please accept this questionnaire as part of a legitimate research effort and answer each question.

STUDENT NAME: ________________________________________

SEX: FEMALE ____ MALE ____ AGE ____

CLASSIFICATION: ________

DATE: ________________

COLLEGE OR UNIVERSITY: ________________________________

INSTRUCTOR: ____________________

STUDENT's MAJOR: ELEMENTARY EDUCATION ____

SECONDARY EDUCATION ____

(If Secondary Education major, please check appropriate subject matter area)

ART ____ BUSINESS EDUCATION ____ ENGLISH ____ INDUSTRIAL EDUCATION ____

MUSIC ____ SCIENCE ____ SOCIAL STUDIES ____ PHYSICAL EDUCATION ____

OTHER (please specify): ________________________________

| 1. In your opinion, how important are each of the following issues? | VERY IMPORTANT | OF SOME IMPORTANCE | NOT IMPORTANT | NO OPINION |
|---|---|---|---|---|
| A. Cultural and racial differences | ____ | ____ | ____ | ____ |
| B. How racism works | ____ | ____ | ____ | ____ |
| C. The nature of racial attitudes | ____ | ____ | ____ | ____ |
| D. Sources of racial attitudes | ____ | ____ | ____ | ____ |
| E. Changing behavior | ____ | ____ | ____ | ____ |

| 2. How much do you feel you know about each of these as they relate to principles for eliminating racism? | QUITE A BIT | A LITTLE | NOTHING |
|---|---|---|---|
| A. Outcome or behavioral oriented | _____ | _____ | _____ |
| B. Monitoring methods at each stage | _____ | _____ | _____ |
| C. Sequentially suggested procedures | _____ | _____ | _____ |
| D. Provision for minimum discomfort to the people or institutions one is attempting to change | _____ | _____ | _____ |
| E. Opportunity for minority and majority group members to participate as change agents or consultants | _____ | _____ | _____ |

3. Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about imporving our society by teaching about racism in American education?

(Please place a check mark ✓ by appropriate ones)

_____ A. Colleges, universities and schools should lead the way in emphasizing multicultural values in our society.

_____ B. Colleges, universities and schools should lead the way toward correcting the inequities due to racism in our society.

_____ C. Colleges, universities and schools should teach about racism, but should not pressure toward any one point of view.

_____ D. Other (please specify):

______________________________________________

______________________________________________

4. There are claims that an examination of racial attitudes is of value to prospective teachers. How do you feel about each of the following?

(Please put a check mark ✓ by appropriate ones)

_____ A. It is true that white females tend to react particularly negatively to sexual or physical contact with black males.

_____ B. Most people have negative attitudes toward other races and cultural groups.

____ C. Racial attitudes may directly influence behavior.

____ D. There is a strong "social set" among whites to appear to react favorably to blacks.

____ E. Blacks are not really prejudiced against whites.

____ F. Experience and understanding of racism and race relations should be required of all school personnel.

____ G. Emphasize cultural and racial differences as they relate to discipline.

____ H. Since most of this society is run by and for whites, racism is primarily a white problem.

____ I. "Standard English" is the white middle class dialect, but teachers and pupils should be allowed cultural expression through other dialect, even in the classroom.

5. Is this part of "the problem"? Those who have power to influence others, whether or not they are in the numerical majority, are the primary perpetuators of racism.

____ A. No, it's not part of any important problem I know of.

____ B. Yes, it's part of it.

____ C. I don't know.

FLORIDA A & M UNIVERSITY
COLLEGE OF EDUCATION
TALLAHASSEE, FLORIDA

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE ONE

Student Name: ____________________ Sex: Male____ Female____

Instructor: ____________________ Classification: __________

Module Title: ________________________________________

Date: ____________________

| | YES | NO |
|---|---|---|
| 1. Were the lessons in the module of interest to you? | ___ | ___ |
| 2. Are these good materials to learn from? | ___ | ___ |
| 3. Are the materials suited to students in your class? | ___ | ___ |
| 4. Have you personally benefitted from being part of the study? | ___ | ___ |
| 5. Do you feel the need to study issues further? | ___ | ___ |

6. What were the strengths of the module? ____________________

________________________________________

________________________________________

7. What were the weaknesses of the module? ____________________

________________________________________

________________________________________

# APPENDIX B: PRE-ASSESSMENT AND POST-ASSESSMENT INSTRUMENT FOR MODULE TWO

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE TWO

# A QUESTIONNAIRE FOR TEACHER EDUCATION STUDENTS

## MODULE TWO

These questions are being asked as part of a teacher education research project designed to facilitate school desegregation. These responses are intended to find out the collective perceptions and opinions of contemporary students. Please accept this questionnaire as part of a legitimate research effort and answer each question.

STUDENT NAME: ______________________________

SEX: FEMALE ____ MALE ____ AGE ____

CLASSIFICATION: ____________

DATE: ______________________

COLLEGE OR UNIVERSITY: ______________________________

INSTRUCTOR: ______________________

STUDENT's MAJOR: ELEMENTARY EDUCATION ____

SECONDARY EDUCATION ____

(If Secondary Education major, please check appropriate subject matter area)

ART ____ BUSINESS EDUCATION ____ ENGLISH ____ INDUSTRIAL EDUCATION ____

MUSIC ____ SCIENCE ____ SOCIAL STUDIES ____ PHYSICAL EDUCATION ____

OTHER (please specify): ______________________________

| 1. In your opinion, how important are each of the following issues? | VERY IMPORTANT | OF SOME IMPORTANCE | NOT IMPORTANT | NO OPINION |
|---|---|---|---|---|
| A. The role of the state in school desegregation processes | ____ | ____ | ____ | ____ |
| B. The role of colleges and universities in school desegregation processes | ____ | ____ | ____ | ____ |
| C. The role of accrediting agencies in desegregation processes | ____ | ____ | ____ | ____ |
| D. The role of public schools in desegregation processes | ____ | ____ | ____ | ____ |

2. How much do you feel you know about each of these:

| | QUITE A BIT | A LITTLE | NOTHING |
|---|---|---|---|
| A. Ethnic Studies programs | _____ | _____ | _____ |
| B. Bilingual/bicultural programs | _____ | _____ | _____ |
| C. Multicultural teacher education programs | _____ | _____ | _____ |

3. Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicates how you feel about improving our society by teaching about the roles of the state, colleges and universities, accrediting agencies, and public schools in the desegregation process?

(Please place a check mark ✓ by appropriate ones)

_____ A. Colleges, universities and schools should lead the way in bringing about changes in our society.

_____ B. Colleges, universities and schools should lead the way toward correcting injustices in our society.

_____ C. Colleges, universities and schools should teach about their roles, but should not pressure toward any one particular point-of-view.

_____ D. Other (please specify):

_______________________________________________

4. There are claims that multicultural education is being used to enhance crosscultural understanding by many of the nation's large public school districts. How do you feel about that?

(Please put a check mark ✓ by appropriate ones)

_____ A. It is true that a majority of the schools have not introduced ethnic studies into their academic curricula.

_____ B. Schools having the greatest range of racial and cultural diversity tend to use a variety of practices to promote crosscultural understanding or to form closer links between school and community.

_____ C. One of the missions of the school is to help prepare its students for life in a society composed of many different cultural, racial, and ethnic strands.

_____ D. Students should be given opportunities to express, celebrate, and maintain cultural and racial differences.

_____ E. Other (please specify): _______________________________

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TALLAHASSEE, FLORIDA

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE TWO

Student Name: ______________________ Sex: Male ____ Female ____

Instructor: ______________________ Classification: __________

Module Title: ________________________________________

Date: ______________________

YES NO

1. Were the lessons in the module of interest to you? ___ ___
2. Are these good materials to learn from? ___ ___
3. Are the materials suited to students in your class? ___ ___
4. Have you personally benefitted from being part of the study? ___ ___
5. Do you feel the need to study issues further? ___ ___
6. What were the strengths of the module? ____________________

   ________________________________________

   ________________________________________

7. What were the weaknesses of the module? ____________________

   ________________________________________

   ________________________________________

# APPENDIX C: PRE-ASSESSMENT AND POST-ASSESSMENT INSTRUMENT FOR MODULE THREE

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE THREE

# A QUESTIONNAIRE FOR TEACHER EDUCATION STUDENTS

## MODULE THREE

These questions are being asked as part of a teacher education research project designed to facilitate school desegregation. These responses are intended to find out the collective perceptions and opinions of contemporary students. Please accept this questionnaire as part of a legitimate research effort and answer each question.

STUDENT NAME: ____________________

SEX: FEMALE ____ MALE ____ AGE ____

CLASSIFICATION: ____________

DATE: ____________

COLLEGE OR UNIVERSITY: ____________________

INSTRUCTOR: ____________________

STUDENT's MAJOR: ELEMENTARY EDUCATION ____

SECONDARY EDUCATION ____

(If Secondary Education major, please check appropriate subject matter area)

ART ____ BUSINESS EDUCATION ____ ENGLISH ____ INDUSTRIAL EDUCATION ____

MUSIC ____ SCIENCE ____ SOCIAL STUDIES ____ PHYSICAL EDUCATION ____

OTHER (please specify): ____________________

| 1. In your opinion, how important are each of the following issues? | VERY IMPORTANT | OF SOME IMPORTANCE | NOT IMPORTANT | NO OPINION |
|---|---|---|---|---|
| A. Incorporating multi-ethnic content into the various subject matter areas of the elementary school | ____ | ____ | ____ | ____ |
| B. Incorporating multi-ethnic content into the various subject matter areas of the middle school | ____ | ____ | ____ | ____ |
| C. Incorporating multi-ethnic content into the various subject matter areas of the high school | ____ | ____ | ____ | ____ |

2. How much do you feel you know about each of these:

| | QUITE A BIT | A LITTLE | NOTHING |
|---|---|---|---|
| A. Incorporating multi-ethnic content into the various subject matter areas of the elementary school | _____ | _____ | _____ |
| B. Incorporating multi-ethnic content into the various subject matter areas of the middle school | _____ | _____ | _____ |
| C. Incorporating multi-ethnic content into the various subject matter areas of the high school | _____ | _____ | _____ |

3. Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by incorporating multi-ethnic content into the various subject matter areas of the elementary, middle, and high school.

(Please place a check mark ✓ by appropriate ones)

_____ A. Administrators and teachers should not be familiar with the dialects spoken by the students.

_____ B. History courses should de-emphasize the significant role played by ethnic minorities in the development of this country.

_____ C. Adults and youth of minority background can be involved in the life of the school as resource people.

_____ D. The school should treat the cultural heritage of an ethnic minority as an integral part of our common legacy and not as something to be used solely for the benefit of a particular minority group student.

_____ E. Many minority students cannot readily contribute to the enrichment of a school's program through the area of dance.

_____ F. Other (please specify): ________________________________________

________________________________________________________

4. There are claims that the teacher should study the different nationality, racial and socio-economic groups from which the students come and have them gather certain information about themselves. How do you fell about that?

(Please put a check mark ✓ by appropriate ones)

_____ A. Students should gather information about their present geographical location.

_____ B. Students should gather information about how different groups satisfy the same basic needs in different ways.

_____ C. Students should gather information about why different groups migrate and why they were brought here.

_____ D. Students should gather information about how different groups feel as newcomers.

FLORIDA A&M UNIVERISTY

COLLEGE OF EDUCATION

TALLAHASSEE, FLORIDA

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE THREE

Student Name: ______________________ Sex: Male___ Female___

Instructor: ______________________ Classification: __________

Module Title: ____________________________________________

Date: ______________________

YES NO

1. Were the lessons in the module of interest to you? ___ ___
2. Are these good materials to learn from? ___ ___
3. Are the materials suited to students in your class? ___ ___
4. Have you personally benefitted from being part of the study? ___ ___
5. Do you feel the need to study issues further? ___ ___
6. What were the strengths of the module? ______________________

______________________________________________

______________________________________________

7. What were the weaknesses of the module? ______________________

______________________________________________

______________________________________________

APPENDIX D: PRE-ASSESSMENT AND POST-ASSESSMENT INSTRUMENT FOR MODULE FOUR
SUPPLEMENTAL EVALUATIVE FORM FOR MODULE FOUR

## A QUESTIONNAIRE FOR TEACHER EDUCATION STUDENTS

## MODULE FOUR

These questions are being asked as part of a teacher education research project designed to facilitate school desegregation. These responses are intended to find out the collective perceptions and opinions of contemporary students. Please accept this questionnaire as part of a legitimate research effort and answer each question.

STUDENT NAME: ____________________

SEX: FEMALE ____ MALE ____ AGE ____

CLASSIFICATION: ____________

DATE: ____________

COLLEGE OR UNIVERSITY: ____________________

INSTRUCTOR: ____________________

STUDENT's MAJOR: ELEMENTARY EDUCATION ____

SECONDARY EDUCATION ____

(If Secondary Edcuation major, please check appropriate subject matter area)

ART ____ BUSINESS EDUCATION ____ ENGLISH ____ INDUSTRIAL EDUCATION ____

MUSIC ____ SCIENCE ____ SOCIAL STUDIES ____ PHYSICAL EDUCATION ____

OTHER (please specify): ____________________

| 1. In your opinion, how important are each of the following issues? | VERY IMPORTANT | OF SOME IMPORTANCE | NOT IMPORTANT | NO OPINION |
|---|---|---|---|---|
| A. Affirming differences | ____ | ____ | ____ | ____ |
| B. Accepting differences | ____ | ____ | ____ | ____ |
| C. Appreciating differences | ____ | ____ | ____ | ____ |

| 2. How much do you feel you know about each of these? | QUITE A BIT | A LITTLE | NOTHING |
|---|---|---|---|
| A. Affirming differences | ____ | ____ | ____ |
| B. Accepting differences | ____ | ____ | ____ |
| C. Appreciating differences | ____ | ____ | ____ |

3. Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicate how you feel about improving our society by teaching, affirming, accepting, and appreciating differences in the classroom.

(Please place a check mark ✓ by appropriate ones)

_____ A. In affirming differences, the teach should explore tools and skills for designing, implementing, and evaluating multi-ethnic experiences in the classroom on a continuing basis.

_____ B. Education programs designed to develop teachers who can perform effectively with ethnically and culturally diverse students must grow out of theories of cultural differences, as contrasted with theories of cultural deficiencies.

_____ C. An outline of content for fostering an appreciation and acceptance of differences of a particular cultural or racial group should include the following: introduction, chronology of major historical events, outstanding personalities, holidays and special days, sources of information and educational needs.

_____ D. Other (please specify): ________________________________

________________________________________

4. There are claims that many whites and also some blacks do not give high priority to interracial contact in schools as indicated by their widespread resistance. How do you feel about the following arguments which favor giving more thought to the matter of intergroup relations?

(Please put a check mark ✓ by appropriate ones with which you are in agreement)

_____ A. Social learning occurs whether or not it is planned.

_____ B. More attention should be paid to the structuring of schools so that they are reasonably pleasurable environments for students.

_____ C. High academic achievements are not necessarily synonymous, from society's point of view, with desirable individual development.

_____ D. Social relations among students in multi-ethnic settings can affect their academic achievement.

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TALLAHASSEE, FLORIDA

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE FOUR

Student Name: ______________________ Sex: Male ___ Female ___

Instructor: ______________________ Classification: __________

Module Title: ____________________________________________

Date: ______________________

| | YES | NO |
|---|---|---|
| 1. Were the lessons in the module of interest to you? | ___ | ___ |
| 2. Are these good materials to learn from? | ___ | ___ |
| 3. Are the materials suited to students in your class? | ___ | ___ |
| 4. Have you personally benefitted from being part of the study? | ___ | ___ |
| 5. Do you feel the need to study issues further? | ___ | ___ |

6. What were the strengths of the module? ______________________

____________________________________________

____________________________________________

7. What were the weaknesses of the module? ______________________

____________________________________________

____________________________________________

# APPENDIX E: PRE-ASSESSMENT AND POST-ASSESSMENT INSTUMENT FOR MODULE FIVE

# SUPPLEMENTAL EVALUATIVE FORM FOR MODULE FIVE

# A QUESTIONNAIRE FOR TEACHER EDUCATION STUDENTS

## MODULE FIVE

These questions are being asked as part of a teacher education research project designed to facilitate school desegregation. These responses are intended to find out the collective perceptions and opinions of contemporary students. Please accept this questionnaire as part of a legitimate research effort and answer each question.

STUDENT NAME: ____________________

SEX: FEMALE ____ MALE ____ AGE ____

CLASSIFICATION: ____________

DATE: ____________________

COLLEGE OR UNIVERSITY: ____________________

INSTRUCTOR: ____________________

STUDENT's MAJOR: ELEMENTARY EDUCATION ____

SECONDARY EDUCATION ____

(If Secondary Education major, please check appropriate subject matter area)

ART ____ BUSINESS EDUCATION ____ ENGLISH ____ INDUSTRIAL EDUCATION ____

MUSIC ____ SCIENCE ____ SOCIAL STUDIES ____ PHYSICAL EDUCATION ____

OTHER (please specify): ____________________

| 1. In your opinion, how important are each of the following issues? | VERY IMPORTANT | OF SOME IMPORTANCE | NOT IMPORTANT | NO OPINION |
|---|---|---|---|---|
| A. Behavior resulting from negative attitudes | ____ | ____ | ____ | ____ |
| B. Understanding the students teachers teach | ____ | ____ | ____ | ____ |
| C. The impact of teachers' attitudes on their work with minorities | ____ | ____ | ____ | ____ |
| D. Teacher relationships with students | ____ | ____ | ____ | ____ |

2. How much do you feel you know about each of these:

| | QUITE A BIT | A LITTLE | NOTHING |
|---|---|---|---|
| A. Behavior resulting from negative attitudes | ____ | ____ | ____ |
| B. Understanding the students teachers teach | ____ | ____ | ____ |
| C. The impact of teachers' attutudes on their work with minorities | ____ | ____ | ____ |
| D. Teacher relationships with students | ____ | ____ | ____ |
| E. Heightening teachers' self-introspective processes | ____ | ____ | ____ |
| F. Analyzing, synthesizing, and integrating the positive elements of bodies of knowledge of self and assorted information on minorities for teacher and student enhancement | ____ | ____ | ____ |

G. Other (please specify): ______________________________________

______________________________________________________________

3. Since the 1970's, there has been increased emphasis on attempts to use the educational system to bring about social change. Which of the following indicates how you feel about improving our society by teaching about increased self-awareness and understanding minorities.

(Please place a check mark ✓ by appropriate ones with which you are in agreement)

____ A. Self-awareness and understanding can be increased through clarification, assessment of the values, beliefs, norms, and standards held by each individual.

____ B. Self-awareness and understanding can be increased through an examination of racism, sexism, and classism in society.

____ C. Self-awareness and understanding can be increased through analysis of the existence and concomitant dangers of self-denial, and cultural rejection by many racially, culturally, and individually different people.

____ D. Self-awareness and understanding can be increased through an evaluation of the manner in which American institutions and especially schools, perpetuate discrimination and prejudice.

____ E. Other (please specify): ______________________________

4. There are claims that besides self-awareness and understanding of their own attitudes and values, teachers also need to understand the students they teach. How do you feel about the following suggestions for achieving insights into minority students' cultures?

(Please place a check mark ✓ by the appropriate ones with which you are in agreement)

____ A. Be daring. Volunteer to serve as an assistant for a day to some needy minority parents.

____ B. Sit in on classes of other teachers who seem to know, respect, and get respect in return from all of their ethnic students.

____ C. Become more critical about what you read, hear, and see regarding blacks and other ethnic minorities.

____ D. Make more meaningful visits to students' homes to get to know their parents and their life conditions.

____ E. Other (please specify): ______________________________

______________________________________________

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COLLEGE OF EDUCATION

TALLAHASSEE, FLORIDA

## SUPPLEMENTAL EVALUATIVE FORM FOR MODULE FIVE

Student Name: ______________________ Sex: Male____ Female ____

Instructor: ______________________ Classification: ____________

Module Title: ______________________________________________

Date: ______________________

| | YES | NO |
|---|---|---|
| 1. Were the lessons in the module of interest to you? | ___ | ___ |
| 2. Are these good materials to learn from? | ___ | ___ |
| 3. Are the materials suited to students in your class? | ___ | ___ |
| 4. Have you personally benefitted from being part of the study? | ___ | ___ |
| 5. Do you feel the need to study issues further? | ___ | ___ |

6. What were the strengths of the module? ______________________

______________________________________________

______________________________________________

7. What were the weaknesses of the module? ______________________

______________________________________________